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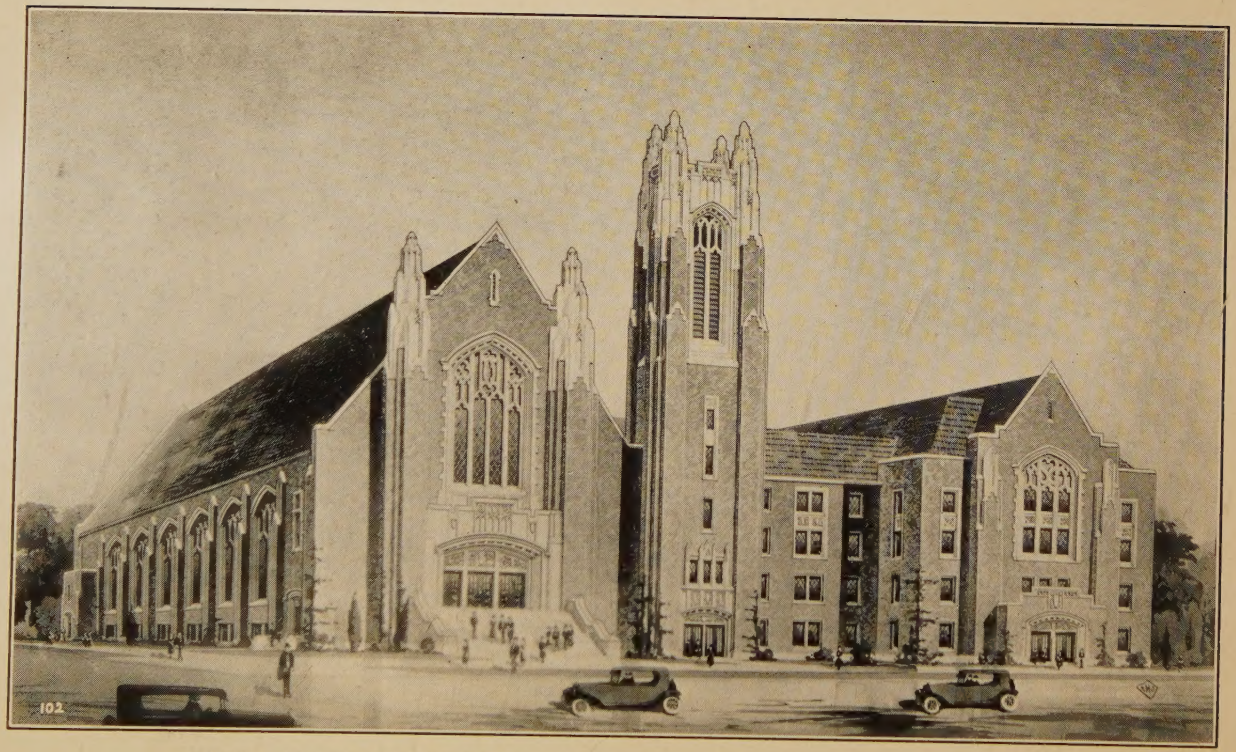

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PLANNING MODERN CHURCH BUILDINGS

BY M. W. BRABHAM

THE SUPERINTENDENT'S GUIDE
(1925-1926)

THE SUNDAY SCHOOL AT WORK IN TOWN AND COUNTRY
(1922)

A STUDY OF THE RURAL SUNDAY SCHOOL
(1925)

PLANNING MODERN CHURCH BUILDINGS

By
MOUZON WILLIAM BRABHAM
A.B., A.M.

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DEDICATION

TO THE MAN
WHO HAS SEEMED TO ME MOST HAPPILY
TO COMBINE ALL THE
FINEST AND BEST VIRTUES
OF FATHER, FRIEND, AND CHRISTIAN
MY FATHER

CLARENCE ROBERT BRABHAM

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INTRODUCTION

THE purpose of this book is to offer a treatment of Church buildings from the standpoint of the entire life of the local church, viewing the work as a whole as well as the life of the individual as an entity.

The first two chapters seek to show the general situation as it exists to-day and to relate the matter of the building thereto.

The other chapters deal more or less in detail with the problems inherent in various parts of the building. Special consideration is given to each age group of Church life. The life of persons is viewed as a whole through each succeeding period of life and this life is thought of in terms of the whole work of the Church rather than of certain divisions of effort as represented by organizations.

The author seeks to combine his experience as a long-time employed worker in the field of religious education with his experience of more recent years as a member of a very large architectural organization. The firm of the R. H. Hunt Company, has long been known for its excellent public buildings, and it is through their courtesy that many of the drawings and photographs are used. Acknowledgement is also made to Mr. R. H. Hunt, Mr. B. F. Hunt, and Mr. T. G. Street for reading the entire manuscript and offering valuable suggestions. The author is indebted to the following-named gentlemen for certain specific material, they having kindly granted permission for its use: Prof. Walter

Scott Athearn, of Boston University; Rev. Elbert M. Conover, Bureau of Architecture, Methodist Episcopal Church; Mr. H. M. King, Architectural Department, Methodist Episcopal Church, South, Spencer and Phillips and others whose names appear on the material used.

M. W. B.

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SECTION I

CHAPTER ONE

THE CHURCH AS A WHOLE

THE PLACE OF THE CHURCH TO-DAY.—In any consideration of a building to be erected there is a fundamental question to be asked at the very beginning—namely, What is its purpose? This has been true of religious structures through all ages regardless of what form they have taken. The place of the Church in the life of the people has varied from time to time. The place which religion holds will be found to vary in different localities even in the same age or generation. This study has in mind the Church in the present and more especially the Christian Church in America. And to particularize even more definitely, our thought here is concerned with the evangelical communions and the place held by them in the life of to-day.

Is the Church an active, living organism demanding and of a right holding a place in the life of a very considerable number of people? Is it increasingly showing its power as a means of expression for thoughtful and devout people? Are the many current opinions of the Church tending to lessen or increase its usefulness? Are we investing more time, thought, and activity in this day, or are we giving less of these? Is more or less discussion taking place about religious affairs now than in other periods?

One answer is to be found in the public interest as evidenced by the press and public forum. Even a casual glance through periodicals not in any sense con-

sidered religious is convincing to the reader that much space is being devoted by them to topics of a religious nature. A more careful study of these articles leads one to the conclusion that readers are being served with many arguments, essays, and treatises which apparently seek to set forth varying viewpoints as to the virility of the Church as a channel for the expression of religious concepts. Practically every large city as well as many smaller ones have their forums for discussion, and the listener-in on these meetings is certain to be impressed that people are interested in topics which, if not always religious, are at least about things which center in religion.

What evidence is there as to investment of material resources? If we read the reports in Church papers concerning boards and organizations, discovery is made that they indicate hour upon hour being devoted to the study of religious problems by groups, individuals, and organizations. A look through architectural journals revealing the prominence given to Church buildings is impressive. If we consider the building and trade journals, the statistics given show that completed and contemplated structures reach into the millions of dollars each year. It is estimated that the value of all Church buildings in the United States in 1916 approximated $1,200,000,000. In 1921 $60,000,000 of new money was invested; in 1922 $80,000,000 was added; in 1924, $149,000,000; in 1925, $185,000,000; in 1926, $284,000,000. The increase since that time has been correspondingly large.

A well-known architect recently said: "Every age has its own peculiar trend. Ours is a commercial and

TOWER ENTRANCE

Ordinarily the tower entrance is not to be recommended, but in this case the entrance shown is supplemented by another tower entrance as well as two other main entrances on the front of the building. Note the pleasing detail of the doorway, all being of cut stone. Wherever possible the number of steps required to reach the main auditorium floor should be reduced to a minimum.

TRIPLE ENTRANCE TO EDUCATION BUILDING

industrial one. Whoever conceives it as an age of art, or statesmanship, or war, simply does not see it whole. We have had a war, but it was an industrial war. We killed wholesale by means of machinery and the products of machinery. . . . We have art, but it is hardly a renaissance. We have statecraft, but it is a poor thing beside that of the Greece of Pericles. We have religion, but life *was* religion in the Middle Ages." The last sentence quoted has a very direct bearing on the question of the place of the Church in the life of to-day. If life *was* religion in the Middle Ages, it appears to be equally true that *Church Life* is our religion of to-day. Whether the distinction is for good or for ill is not to be discussed here, but it does have a direct bearing on the answer as to the kind of Church building needed for Church Life to be able to most fully express itself. *The Church building must be centered in life.*

INVESTING FOR CHARACTER.—Christian character in action is the ultimate product desired as a result of the processes used by religious leaders. To obtain this end the building must be looked upon as an instrument in the hands of those who have the responsibility for the work to be done; it follows, therefore, that the building must lend itself in every possible manner to the achievement of this purpose. Every dollar must be measured in terms of its relation to the life of the pupil. With this in mind the Church building becomes more than a mere whim or fancy of the passing hour and the enterprising of such a building assumes the proportions of a genuine spiritual task.

APPROACHING THE BUILDING PROBLEM.—With the building project regarded as a task of spiritual import,

the approach to it from the beginning to the end should be along lines which promise results with the least possible waste of time, energy, money, and skill. A due regard for utility, beauty, and durability must be had by all concerned, whether it be the committee acting for a congregation or the architect in making his designs and plans. And if the contractor can put something of this same spirit into the actual construction of the edifice, so much the better. It is fundamental that the approach to the problem shall be from the interior outwardly rather than the reverse. To call upon an architect to provide a beautiful picture and then demand that the interior must be worked out to fit therein is assuming an attitude that prophesies ill results in the end. On the other hand, to demand that an interior shall be provided without special regard to the possible exterior treatment involved is also unfortunate. And it follows that to require that a well-arranged and beautiful building shall be constructed of materials and with labor having only economy in mind, rather than durability and safety from common hazards, is unutterably foolish.

That there have been and perhaps still are being erected buildings designated as churches, but resembling almost anything else with equal verity, is all too true. A building should on its outside give at least some promise of what is to be found on the inside. It is not an isolated experience that persons looking for church buildings have passed them by because nothing was visible which had a churchly appearance. That churches should look like libraries, post offices, banks, schools, or other public buildings cannot be justified.

A recent writer representing one of the great denominational boards expressed himself concerning exteriors in the following emphatic manner: "We believe that the time is at hand for our denomination to take an advanced stand in the whole matter of church building. We should no longer suffer ugly and inadequate buildings to be erected. Ugliness, slovenliness, or unsuitable arrangements should be looked upon as evidence of irreverence and carelessness in sacred things. An edifice as a center of the ministry of worship, evangelism, instruction, fellowship, and service merits the best possible planning and care. It should concretely represent the faith that gave it expression. . . . Recognizing that the building of churches is a highly specialized task in which many otherwise good architects are unskilled, we urge the selection of architects who understand something of the history of church architecture, who appreciate the architectural features making for reverence in worship, who thoroughly understand the demands of a modern Church program, and who have had actual and successful experience in the building of churches."*

DETERMINING FACTORS.—There are factors which are common to practically all building situations, but it does not follow at all that the same kind of building will satisfy the needs of every congregation. That all churches should be strategically located goes without saying. That all churches should be pleasing to the eye, well built, and arranged to serve the purpose of the organization may be taken for granted also. But when it comes to the point of determining what the ar-

*Architectural Department, Methodist Episcopal Church,

rangements are to be for a certain congregation, only a careful study and survey will reveal the conditions to be met.

Thoughtful consideration should be given to such important matters as those suggested by the following points: *Constituency to be served, Program to be followed,* and *Money to be expended.* Determining the constituency will necessitate a survey of local conditions including present membership, rate of growth during the past several years, both as to the congregation and the community; possibilities of additional congregations being organized; and in the light of these findings fixing upon the approximate capacities to be provided in the main auditorium and in the other parts of the building. The kind of program to be followed will require an investigation as to the work now being done, other organizations or agencies at work, and what new lines of endeavor should be included in the planning. The amount of money to be expended will be determined by studying the present and potential resources available, and conclusions along this line should follow rather than precede the studies as to needs and programs.

SECURING ADEQUATE PLANS.—It is not a reflection on any congregation to say that it is not usually prepared to determine the kind of building it should have without seeking expert advice. The church building of to-day is a complicated and exceedingly important enterprise. The many problems of Church administration call for a service which must be highly specialized. The selection of a building committee must therefore be given much thought; such a committee should be selected for the individual and collective wisdom, good sense,

and attitudes necessary to approach the problem seriously and with an open mind. They should be willing to spend time and money in order to find out what they need to do. One of best first steps which may be taken is that of getting in touch with the proper denominational authorities dealing with architectural matters. These boards or bureaus in general are in a position to advise committees as to reputable architects with ability, experience, and knowledge of church building. No committee is likely to solve the architectural problems involved by seeking plans miscellaneously from stock or from a book of ready-made plans. Every building constitutes a separate problem, not only from the standpoint of location and constituency, but also with regard to program and finances. The surest way to obtain adequate plans is to select some architectural organization in which full confidence may be placed and give them full opportunity to study the many aspects of the enterprise and trust them to take care of every need. Of course the architect will ask the committee many questions and will take them into fullest confidence at every step of the way, and this relationship will make possible the incorporation of every good idea the committee may have after subjecting them to architectural appraisal. Usually the architect will make one or more preliminary studies for the inspection of the committee, and it is while the project is in this preliminary stage that desired changes should be made. These preliminary studies should show possible arrangments of the building on the particular lot to be used, the general floor plan for all the various features of the program, possible hour loads each room may be expected to bear, and the ap-

proximate total cubical contents. From these preliminary studies it is possible to derive a fairly accurate estimate of the cost of the proposed structure. Naturally the cost will vary with the type of construction to be used. After the preliminary studies have been developed to the point of acceptability, the architect should be asked for one or more perspectives showing the appearance of the front of the building. When the preliminary plans have been accepted, they should be subjected to the closest scrutiny by the denominational leaders related to such matters. This will insure protection against oversights as to features of the program for which provision should be made. It is too late to ask for such changes after the architect has started to making working drawings and specifications.

AVAILABLE STANDARDS.—The requirements for a completely adequate church building are such that only constant and persistent study of them will enable any one to be familiar with them. In order to make the essential features as uniform as possible, various persons and organizations have worked out standards in the form of requirements, and these will at times prove interesting and helpful to committees as well as to architects. One of the most complete guides of this nature was prepared some years ago by Prof. Walter Scott Athearn and his associates, and issued in book form under the title "Standards for a City Church and Religious Education Plant." A detailed score card accompanies the standards and this card has been found useful in evaluating present buildings and in testing plans for proposed edifices. Other sets of standards less elaborate and perhaps more useful

for general purposes have been developed by denominational boards.

It cannot be too emphatically asserted in closing this chapter that the erecting of a Church building is important, intricate, and withal an inspiring undertaking for the architect, the committee, and for all who are to be affected in any manner whatsoever by reason of bringing it into existance.

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CHAPTER TWO

THE LIFE OF THE CHURCH

The Congregation as a Unit.—In thinking of the plans for a Church building is is necessary that the life of the membership and constituency be thought of as a whole. No one phase of Church life and no single organization encompassing less than the entire membership should be the final determining factor in planning the building. There is much being said and written on the subject of Church work which leads to the impression that the congregation is so variously divided into minor organizations and groups of one kind and another that is has no corporate existence of its own. It is not unusual to find one organization more or less antagonistic to another within the same congregation, and the cross-cutting of programs is so well known that it has caused much bickering, estrangement, and lost motion. It is not an infrequent thing to hear pastors declare that this or that organization is opposed to the Church. Usually such a declaration has in mind the preaching service as compared with the Sunday school. Sometimes the difficulty is a lack of correlation or a misunderstanding between the young people's society, such as the Epworth League, Christian Endeavor, or Baptist Young People's Union, as related to the missionary society or Sunday school. A failure to think of the Church life as a whole appears to be responsible for these overlappings and conflicts.

THE NEED.—The need of the Church life as represented in the individual members, taken collectively and as far as possible separately also, should be the determining factor in the erection of the building, no matter whether it is to be a large one or a very small one. This will, when applied, immediately point toward a more unified congregation as the basic unit. Instead of there being one or more lines of cleavage, making possible the reference to the Sunday school *and* the Church, or the Missionary Society *and* the Church, there will be the *Church* with its work being enterprised and carried forward by the *Church School,* an all-embracing and inclusive organization. This viewpoint will carry with it a recognition of the congregation as composed of eight age groups for each of which there will be full provision for activities of every desired sort, all in a unified program. The following age groups are well defined and commonly accepted as natural divisions: *Infancy,* embracing the years one, two, and three; *Early Childhood,* four and five years; *Middle Childhood,* six, seven, and eight years; *Later Childhood,* nine, ten, and eleven years; *Early Adolescence,* twelve, thirteen, and fourteen years; *Middle Adolescence,* fifteen, sixteen, and seventeen years; *Later Adolescence,* eighteen to twenty-four years; *Adulthood,* twenty-four years and upward. Recognizing these eight groups as related to the entire work of the Church, all the work to be done for, with, and by them should be so related that needless duplication will not be encountered. The proper use of rooms will then be comparatively easy to determine and the plans for the entire building may be correctly made.

THE PROGRAM.—The program in the local Church will

of course vary from time to time and will differ even more from the program of other congregations. However, the same underlying purpose will be very much alike and the means for realizing this purpose will be closely akin. The program for the entire congregation will seek to provide for worship, both in its training and expression; for instruction, both in content and action; for fellowship; for evangelism and for service both in theory and practice. Some of these elements will appear in many forms, sometimes when the whole congregation is assembled together, sometimes when only one group is meeting, and at other times when only one or a very few individuals are present. Thinking of these several elements each in turn will help to clarify our thinking as to the kind of building needed; however, as we go farther along in these studies we shall perhaps see that all these occur time and again, so that what is said at this point should be considered merely as an introduction to the subject.

WORSHIP.—There are at least two clearly defined phases of worship to be kept in mind—namely, training in worship and the actual worship itself. The first of these phases we commonly associate with certain aspects of the Sunday school program and the second we think of in connection with what is spoken of as "the preaching service." It is unfortunate to divorce these so arbitrarily that we overlook the very close relationship existing between them. It is well to remember that it is possible to engage in a service which seeks to familiarize the participant with the materials to be used without actually engaging in worship. However, the practice and training in worship must of necessity meet certain con-

ditions conducive to worship if a person is to learn what it means to worship. Generally the training for worship will not be as completely satisfying as a genuinely worshipful service even though it is leading in the direction of such a service.

What then is meant by worship? Simply expressed, worship may be thought of as fellowship and communion between man and God, and in a reciprocal nature between God and his earthly children. It is fellowship one with another in devotional practices such as may be carried on through devotional hymns, prayers, Scripture readings, offerings, and meditation. Rooms properly arranged will add to the worshipful surroundings and aid in the creation of an atmosphere conducive to worship. Then again there must be provision for the use of the elements of worship in services which are more than mere practice. The main auditorium of the church is primarily the place for common worship, while the smaller assemblies and chapels will also have an important part.

FELLOWSHIP.—The element known as fellowship in this connection is differentiated from worship in that it has in mind all those things which tend to create an *esprit de corps* but are not essentially worship in their intent or general content. Some songs are of this type and are entirely legitimate, but should not be confused with those other songs which are properly termed devotional. In a fellowship service there may be recognition of classes, individuals, or groups in some special manner; visitors and certain officers of the Church, such as the pastor, the director of religious education, and others, should be presented from time to time and under some circumstances they may be expected to speak; announcements,

the repeating together of class or department mottoes, reading of news items of a religious nature, statements concerning punctuality, regularity, good records, and many other such things may be used to good advantage. These things should if possible be made use of in rooms particularly adapted to the fellowship period. There is a growing demand for rooms especially adapted to such periods as distinguished from the assembly rooms for worship. All such rooms may be used interchangeably by certain age groups. For instance, pupils of early and middle adolescent years may have one fellowship hall and one worship assembly room, rotating in their use of the two rooms.

INSTRUCTION.—For the periods of instruction, whether at the Sunday school hour or in connection with other organizations, the groups will generally be smaller than during the periods of worship and fellowship. Here the class group must be given consideration. The size of the rooms needed will vary in the several age groups and a schedule of rooms should be developed as to the hour loads each is to bear and as related to the program for the entire congregational unit. The length of time these rooms will be used will be found to vary with the age groups, and this again must be considered in determining class space as related to assembly space. It will appear later that in some departments the department unit is used more as a basis for work than in others where class groups are more definitely organized, for instance, with children of four and five years the department is very much more of a working unit in instruction than it is in the period embracing the years twelve, thirteen, and fourteen. Those who are responsible for offering in-

struction in the Church have certain rights as to the arrangements of rooms, but their rights are secondary to the needs of those who are to be instructed.

EVANGELISM.—There are generally recognized several types of evangelism, notably the revival meeting and educational evangelism. Each of these appears to make certain demands upon the building and should have provision made for them. Generally the first of these types will be found in the main auditorium and at special seasons of the year, while educational evangelism is usually found as a part of the normal program in department and class each week. For the revival meeting in the auditorium special provision over and above the normal Sunday congregation will be needed. How special seats may be provided for these and other unusual occasions without interfering with the normal work of each Sunday is one of the problems to which reference will be made in a later chapter.

SOCIAL AND RECREATIONAL LIFE.—In a complete program there must be recognition of the needs of the people from the standpoint of recreation and social activities. To what extent provision shall be made will more fully appear in the study of each of the age groups. It should be said at this point, however, that needless duplication of equipment should be avoided both as it refers to the local church and to other organizations in the community. This is especially true as to gymnasiums and swimming pools. That certain rooms in the Church building will lend themselves more readily to combination purposes than others is readily seen, but it often happens that the arrangement of the building seems to force these undesirable combinations upon a congrega-

tion; this is but one of many such points in need of safeguarding.

ADMINISTRATION OF THE PROGRAM.—That the building may be utilized to its fullest possible capacity it is necessary that those who are responsible for its administration shall be provided with rooms in which they may work unhampered and undisturbed. From the pastor to the janitor this statement applies with equal force all down the line. The governing board of the local church has its needs as to space; the choir, employed officers of the Church such as the director of religious education, pastor, and assistant pastor, financial and other secretaries, cannot be expected to render their best service when short circuited by unnecessary limitations of space and equipment. It is furthermore true that circulation, toilet facilities, drinking fountains, cabinets, and other conveniences and necessities should have their proper place. The administration of the building will also demand that thought be given to entrances, heating, lighting, ventilation, acoustics, walls, ceilings, floors, and other closely related matters. These things will be given further thought in connection with the more detailed studies of arrangements in the chapters following.

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"Organizing the Church School." Henry F. Cope. 1924.
"A Social Theory of Religious Education." George Albert Coe.
"The Educational Task of the Local Church." W. C. Bower.
"Church School Leadership." W. E. Rafferty.
"The Church at Play." Richardson.
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"An Integrating Program of Religious Education." Harper.
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CHAPTER THREE

BUILDING TYPES

ANY Church building, whatever the cost, whether great or small, must be planned from the inside outwardly. Unfortunately there are still many individuals and committees who look upon a pretty picture as the controlling factor in determining the kind of building they are to have. One very prominent minister declared to an equally prominent architect that all he wanted was a pretty design as he felt sure the interior would take care of itself. This is definitely reversing the wisest procedure even from the standpoint of the exterior itself. Not until a very clear idea has been evolved for the interior arrangements should the exterior be seriously considered or decided upon. Of course the interior may or may not very greatly influence the exterior, but certainly no exterior should be projected with any degree of finality until the floor plan has been developed. What happens all too often is that an individual or a committee chances to see in some locality other than his or their own a building which in general appeals to them and immediately the decision is made that the same thing is wanted, too often overlooking special considerations. In addition to interior arrangements already referred to, this chapter is devoted to certain things which also affect the exterior.

SURROUNDINGS.—The location of the building both as to building site and general conditions should be given

consideration in determining the type of exterior to be used. Where other outstanding and prominent structures are located near by they should be thought of in determining the type of the church. For instance, to place a Gothic type building in the midst of a group of distinguished Classical buildings is to spoil a general situation and offend the eye. On the other hand, to erect a Greek type structure in the midst of banks, libraries, or schools of the same type, without giving decided treatment to the church to make it churchlike, is to detract from its significance. In connection with the study of surroundings, regardless of the type, such matters as the nature of the site, approaches to it, size and elevation, must be duly weighed for what they may be worth. And in this connection it may be well to point out the fact that churches near street car lines, bus stations, railroads, garages, congested traffic corners, and other noisy places have serious difficulties to contend with.

GROUNDS.—The type of building to be erected should be thought of in the light of the ground on which it is to be located. Crowded lots, whether on corners or in the middle of city blocks, are not conducive to successful buildings. The type of edifice is often undeveloped or very poorly planned because of restrictions which prevent the best treatment. A frequent mistake with city churches is that of having a site entirely too small for the development of the present plans in keeping with the actual needs, and more especially in keeping with needs likely to arise in the future.

TYPE OF PROGRAM.—The kind of program to be carried on in the proposed building will have a decided influence on the treatment to be given to the exterior. For

TRACERY WINDOW

This window is typical of others found in the McFarlin Memorial Methodist Church, Norman, Okla. Note the absence of all over-ornateness. Such a window is of pleasing contrast with many deeply colored art glass windows found in churches of a generation ago.

THE REFORMED CHURCH OF BRONXVILLE, N. Y.

This building, designed by Harry Leslie Walker, has excellent arrangements for the department age groups. The chapel is shown on another page. The building is erected about a very broad court closed in at the front by a cloister one story high; at the rear the building goes up three stories. Courtesy of the architect and the "Architectural Forum," New York.

a church auditorium to be used for services of a liturgical nature, to be planned along strictly Classical lines, is generally recognized as a mistake. It is not so commonly agreed, however, that the service of non-ritualistic congregations is equally out of place in a purely cathedral type of church.

WHAT TYPE?—Many books, some containing a great number of pages, have been written on architectural types. Some of these are referred to at the close of this chapter. Any one who is to be intimately associated with a church building project and have a voice in determining the architectural design should have a certain amount of familiarity with this subject as set forth in one or more of these volumes. There are six well-known types of architecture which have influenced churches and other buildings to this day. These may be stated as follows: Greek, Roman, Byzatine, Romanesque, Gothic, and Renaissance. Out of these have grown many variations, some taking one name and some another, but all more or less under obligation to one or the other of those named. In general to-day the struggle for supremacy of type is between what is commonly designated the Classic and the Gothic. Leaders in architectural schools of thought are divided as to which of these general types is most to be desired. Those who lean toward the Greek or Roman Classical apparently look upon the Church primarily in its administrative functions; as a place for the work of the Church; as an active functioning institution all the week through and the year round. Those who prefer the Gothic in its extreme development apparently think of the emotional, mystical, and devotional services as the dominating values in determining the type. There is

here, as elsewhere, a sensible middle ground, neither of these attitudes being quite accurate and neither precluding an appreciation of the other. A building of Classic design may be made as useful for worship as another type, and a building of Gothic design may be made to serve the Church as a working structure. It is when extremes of any type are followed that the significance of the building from the standpoint of the Church is likely to be lost.

The following paragraphs set forth briefly some of the better-known characteristics of the types already referred to.

GREEK.—The Greek Classical type finds its highest and most perfect expression in the Parthenon, the best reproduction of which is to be seen in Centennial Park, Nashville, Tenn. Everything about the edifice suggests strength, durability, and intellectuality. Many columns are in evidence on each side and at the ends. Massiveness, richness of details without profusion, repose of spirit, and clearness of outline impress the spectator. The Greek builders developed three Orders which are identified as Doric, Ionic, and Corinthian, and are very commonly seen now in their purity or as combinations in columns for churches, libraries, banks, and other public buildings.

ROMAN.—The Roman Classical added two Orders designated as the Composite and the Tuscan. The Roman varied from the Greek chiefly by the introduction of the arch and the large use of vaulted spaces. It is in this building type that the administrative effects are most pronounced. As the Roman ruled the world, so the building dominated its surroundings. The early Chris-

tian churches were of the basilica type. The practical buildings of to-day, built to denote strength and security, often use Roman features.

BYZANTINE.—This type takes its name from the old city of Byzantium, now called Constantinople. Domes, vaults, minarets, and much ornateness mark this type. Roman builders put their impress upon these buildings in an unmistakable manner and the Greeks made their contribution in a distinctive manner as well. These buildings were the outgrowth of the development of the Church in the East and the Romanesque represented changes in the western movement of the Church.

ROMANESQUE.—The introduction of the cross vault characterized the Romanesque. The building took the form of the Roman cross. Huge piers instead of pillars were introduced. The walls are given emphasis rather than pillars and arches.

GOTHIC.—There are many imitations of the pure Gothic to be found to-day; the spires, arches, traceries, and other suggestions of this type are the cause for frequent wonder. High ceilings, trusses, and varicolored windows are all used to suggest the Gothic. Generally it is conceded that Gothic treatment suggests more churchly lines and lends itself to development for auditoriums in which the ritualistic form of service is followed. Modified or collegiate Gothic churches and chapels are, however, being constructed with excellent results for many evangelical groups.

RENAISSANCE.—This type was the reply of the Roman and Greek Classicists to the Gothic development. It is a combination of the various features found in the earlier Classical buildings and is generally found to-day in build-

ings designated as Classical. Many excellent and well-known public buildings show the beauties and values of the Renaissance type, notable among these being the United States Capitol at Washington.

DETERMINING THE TYPE.—The opinions of well-known writers and architects have been summarized by Mr. Van Ogden Vogt in his exceedingly valuable book entitled "Art and Religion" and the following quotations are worthy of thoughtful consideration: "The outstanding protagonist of the Gothic revival is Mr. Ralph Adams Cram. With him, as with all true artists, the argument is far deeper than a love of Gothic principles in the structure or Gothic details in design. He is a lover of Medievalism all along the line; the philosophy of Thomas Aquinas, the guild organization of industry, and the feudal system in society. Given these premises, one must build as a Gothicist. Prof. A. D. Hamlin is a vigorous defender of the Renaissance, not only admitting that it incorporates intimations that are pagan, but claiming that it ought to. . . . Mr. Thomas Hastings bases his usage of the Classic mode on the supposition that we are still children of the Renaissance and live in the age begun by that movement. . . . Mr. Phillips writes that he feels that in these days less than ever can the Gothic content us because religion must include the mind—the intellectual as well as the spiritual aspects of experience. Mr. Pond would repudiate the legitimacy of a return to any historic mode, Classic as well as Gothic. Mr. William Orr Ludlow says that he has always taken the ground that almost any logical and beautiful style can be used, whether it be Gothic, Colonial, Romanesque, or Renaissance, and that the question as to which is

to be adopted depends on the money and materials available, the tradition of the locality, and the immediate surroundings." Mr. Vogt then says as to his own opinion in the matter: "My own feeling about the question is that we must go into it more deeply than most of these suggestions indicate. For the time being there is little else to be done except to work with adaptations or translations of historic styles, together with experiments in apparently new directions. What will come next after this no one can very accurately forecast. . . . Certainly no one should attempt to revive the Gothic style unless he wishes to revive also at least some important elements of medieval worship. . . . To go far back to Greece or to Rome is to place too much paganism in the structure and to come too close to our statehouses and post offices. The early basilica is too administrative and too authoritative. Some kinds of Renaissance are too secular, wordly, or elegant. Some Romanesque and early Renaissance can be made vital and beautiful. Can there be a new architecture? In the sense of disconnection with the past, no—any more than there can be new learning disconnected with history. In the sense of freshly saying what we newly experience and feel about life, yes. What will the new architecture be? No one can say until the genius arrives who will know us so well that he can describe us. It will not be pure Gothic, though it often use the pointed arch but have something about it of greater breadth, comprehensiveness, and intellectuality. . . . It will not be pure Renaissance but intimate more aspiration, more faith, more zeal. . . . Nor will it be so tent-like and temporary as our common American

church which has neither classic lucidity of mind nor Gothic passion. Yet it will rise out of our best common American morality. With new forms for the new time, it will yet be built upon the best in the Classicist's love of truth, and the Romanticist's love of nature's beauty and the Puritan's zeal for goodness."

We have quoted at some length from this writer in order to help make clear the position in which architects find themselves at the present time and especially to make clear the fact that no building committee is likely to be able to determine to best advantage the style or type they should use for a building without the assistance of the best available architect.

The building, whatever the style, should be pleasing to the eye, as beautiful as materials, money, and good taste will permit; as durable as construction can provide, and as useful as the work of the Church in all its ministry to the life of its people and the community will require.

REFERENCES FOR FURTHER READING

"Art and Religion." Van Ogden Vogt.
"The House of God." H. R. Short.
"How to Study Architecture." Caffin.
The Architectural Forum, June, 1925. Special Church Reference Number.

CHAPTER FOUR

ERECTING THE BUILDING

In other chapters of this book stress is laid upon the kind of building needed for all the work of the local church. The auditorium, department and classrooms, administrative features, provision for recreational and social life—all are given their proper places. The present chapter deals with problems which are more especially concerned with the procedure and matters of general information.

The Building Committee.—A committee charged with the planning and erecting of a church edifice has thereby had given into its keeping a great part of the welfare of the Church life for a period of years, for the kind of structure they are successful in securing will have a very direct and important bearing on the quality of the work the organization may be able to accomplish. It is essential, therefore, that the committee shall be most carefully chosen. Various aspects of Church life must be represented by the personnel of the committee. Only those with wisdom and vision sufficient to see the whole life of the Church as more important than any single group or organization within it should be chosen. Differing viewpoints will naturally be expected and the committee should be large enough to provide for this; it should not be so unwieldy that it hinders progress. A general committee of fifteen will be needed in congregations of five hundred or more, but not all of these

should be charged with identical duties. Such subdivisions as the following may be suggestive: (*a*) Committee on Plans, charged with securing competent architectual advice and service; (*b*) Committee on Finances, responsible for studying financial conditions and suggesting plans for financing the project; (*c*) Committee on Publicity, handling all matters tending to make the project known to the congregation and community in attractive and accurate ways; (*d*) Committee on Equipment, which will naturally work closely with the Committee on Plans so that harmonious arrangements will result. The chairmen of the several subcommittees, together with the pastor and the director of religious education, may constitute an executive committee and all questions of policy and procedure should come to this group for decision. Questions of location, capacities to be provided for, amount to be invested, general type of interior and exterior arrangments, and other closely related matters will have to be agreed upon by members of the executive committee, but in the light of the recommendations of any subcommittees to which such questions have been referred.

CONCERNING CAPACITIES.—Frequently church buildings are discovered to be far too small for the intended work before they have been actually occupied for use. The capacities to be provided will naturally have to be determined in the light of local conditions present and potential. Far too many buildings are erected on the basis of a guess and the results are unsatisfactory as a general rule There is no necessity for this kind of haphazard way of arriving at the size and capacity of a church structure. Reference was made in an earlier

chapter to the fact that certain building standards have been evolved by denominational boards and independent groups.

It has been found to be a rather safe procedure in determining capacities to first of all make a survey endeavoring to ascertain the rate of growth for a period of years past both for the congregation and the community. Then by taking the facts found in this manner plans should be made to care for at least fifty per cent of the resident membership in the main auditorium, plus fifty per cent in the balconies and then to add to these figures enough to allow for as much growth as the congregation has experienced in the five years preceding. In other words, if the congregation numbers one thousand at the present time in its resident membership, the main floor of the auditorium should seat about five hundred and the balconies half this number plus the number representing the net increase in membership during several years past. The capacities indicated in the several chapters dealing with age groups will serve as a guide as to the floor space which should be provided in the other parts of the building. After the total floor space has been computed for all auditoriums, chapels, department rooms, and classrooms, there should be added about one-fourth to one-third of this total to make the grand total of required floor area; this additional space will be required to cover the needed area for foyers, lobbies, corridors, outside walls, and other space not included in the usual calculations indicated above.

CONCERNING COSTS.—(1) *The Building Itself.* In computing the cost of a building it is well to depend on

your architect for guidance to a very large degree. Not until the actual needs of the congregation in all its Church life have been carefully estimated and weighed should a limit be fixed upon one way or another. To simply say that a congregation will spend $50,000 or $500,000, without first having determined the needs, is to commit a blunder in the beginning, a blunder which may and very likely will hinder the work of the committee all the way through. If the committee starts out on the assumption that it will first determine the needs and then that it will attempt to meet these needs as fully and adequately as possible, it will be able to assist the architect in a very valuable manner and enable him in turn to give them accurate information as to how much of a building will be required, approximate cost to be anticipated, and points at which reductions may be made if necessary with least injury to the project. If the estimate of the architect indicates an amount far in excess of what the congregation can provide, then the time has come for the committee and the architect to study the situation with the thought of eliminating certain features that are less important than others. Many congregations are now having their buildings constructed in units, erecting certain parts of a complete plan and leaving other parts of it for future development. The important part of such a plan is that a complete equipment is anticipated even though not all of it can be erected immediately. The undeveloped part of the plan constitutes a challenge to the future.

The building costs will be found to vary widely in different localities. As a general guide, however, it has been found that the price of what is termed ordinary

construction is from eighteen to twenty-five cents per cubic foot; this type of construction is not fireproof. Slow-burning or fire-resistive material has been found to cost from twenty-five to thirty cents per cubic foot. Fireproof construction costs from thirty to fifty cents per cubic foot. Of course the cost of any building will vary not only from the standpoint of the type of construction, but depending on labor conditions, nearness to markets, amount of decorative materials used, and the area provided for the various aspects of work. In estimating the cubic contents of a building architects generally figure the three dimensions of the structure with due allowance for roof, foundation, and thickness of walls, amount of interior and exterior trim, and other essential and special features to be included.

(2) *Cost of Equipment.* The equipment of a building will also vary widely, just as it does for a home, an office, or other building. The amount and the quality of materials used will be the deciding factors, naturally. The furnishings for the main auditorium are generally and ought to be usually more expensive than those for other portions of the building. Pews, pipe organs, floor covering, light fixtures, pulpit equipment, and other highly important things will be equivalent to not less than thirty per cent of the auditorium cost. The equipment in the education part of the building, the social and administrative rooms, will generally amount to less than that just indicated for the main auditorium, averaging from twelve to fifteen per cent of the total cost of these parts of the building. If these two figures are added together, committees will find that they should allow from twenty to thirty per cent of the

building cost for the equipment needed throughout the structure. A building estimated to cost $100,000 will require from $20,000 to $25,000 to fully equip it in keeping with what such a structure would call for. A building costing $25,000 should have furnishings costing not less than $5,000.

CONCERNING CONTRACTS.—Building committees will find themselves faced with the signing of at least two contracts, one with the architect and one with the general contractor. Usually there are standard forms provided for both of these. The form of contract used by reputable architects is in keeping with the best practice of the American Institute of Architects, an organization to which practically all reliable architects belong. The fees for architectural service vary from five to seven or eight per cent of the total cost of the building. This fee is usually divided into preliminary service, for which one per cent is charged; complete drawings and specifications, for which from two to three per cent is charged; supervision, for which from two to three per cent is charged. Preliminary drawings consist of the first rough sketches made by the architect in order to show just what size the building will probably be, how it will be located on the lot, and the general floor plan. It frequently happens that architects make from one to ten such preliminary sketches before fully satisfying the committee. Committees should feel at perfect liberty to criticize preliminary plans and ask for changes as long as the plans are still in a state of being unfinished. When working drawings and specifications have been ordered, committees should not expect the architect to make serious changes unless they are willing to pay extra for such

service. It is from the working drawings and specifications that the bids are taken by those offering to contract for its building, and it is from these that the building is actually erected. The degree of thoroughness of architectural organizations is tested by the accuracy and completeness of the working drawings and specifications. These features of the service determine the real values of the building; they constitute the protection given the committee by the architect; they furnish the contractor what is to be his guide all the way through. The question of supervision is one which furnishes much room for difference of opinion as to the value of such service to a building project. Unfortunately committees frequently take the position on this subject that leads to the omission of this part of the contract from the agreement with the architect. It has been demonstrated more than once that the money spent for architectural supervision is saved many times over by reason of the architect being required to furnish the contractor certificates upon the completion of certain work. The architect who supervises the work protects the committee against shoddy work, misinterpretations of specifications, and in many other important ways. It is the conviction of this writer that every dollar spent by a committee for architectural service is more than saved in durability, beauty, and utility.

The agreement with the general contractor is based on bids for the total cost of the work or the erection of the building at a figure plus the cost of materials. Ten per cent of the cost is a usual charge. The general contractor is held responsibile for sub-contracts for such things as heating, wiring, plumbing, or these may be let

entirely separate by the architect who acts for the committee. The architect is responsible for assisting the committee in securing reliable bidders and helps the committee in the opening of all bids on a fixed date at an advertised place. If none of the bidders submit offers satisfactory to the committee and the architect, all of them may be rejected. In such an event it may be necessary for the architect to revise the specifications and advertise for new bids on the changed basis.

FINANCING THE BUILDING PROJECT.—Rarely does it happen that a committee has all the money needed for a building already in hand before the contract is let or work begun. It is highly desirable that at least twenty-five per cent of the estimated cost of the building should be available by the time ground is broken for the building. It is not necessary and is more often than not unwise for a committee to delay making a start till all or most of the money is in hand. The very fact of beginning will cause some to contribute or subscribe who would otherwise withhold their assistance. Is it desirable to go into debt? Many hold that it is not; but surely, if there is any one thing a congregation is justified in making debt for, it is in behalf of those who will be benefited most. A generation of boys and girls and young people should not and quite likely will not object to being called on in future years to meet part of a financial obligation of this kind. Debts for current obligations should be abhorrent to a congregation; the running expenses should be met promptly, regularly, and generously; and for the building enterprise full and ample contributions should be made also, but for this latter cause

debt is not to be considered a disgrace and it should not act as too strong a deterrent.

The best way to finance a building is for a congregation to realize the need and give the full amount before the building is completed. This is not always possible, however; in fact, it is quite unusual for a building to be paid for by the time it is occupied. The next best way is for a congregation to make subscriptions payable over a period of several years, the first payments being large enough to insure the success of the enterprise. A five-year period is not too long for subscriptions to cover, and at times even a longer period than this will be necessary. If subscriptions are made in the form of negotiable notes, the finance committee will find its work more satisfactory. Some congregations are making use of the special bonding service extended by various concerns over the country to-day. A few years ago banking concerns did not look with much favor on loans for church-building purposes. This situation has been entirely changed and to-day such loans are sought. Bonds are issued covering a period of from ten to twelve years; they bear a fair rate of interest and are sold on the open market. The building and loan idea has been tried with success by some congregations.

The financing of a building project is one which calls for every Christian virtue a congregation possesses. It is at this point that the generosity or selfishness of a people will reveal itself. It is here that the breadth of vision or the contracted viewpoint will come to light. It is here that the ability of a people to sacrifice for their children and their children's children will be made apparent. It is here that the faith of a congregation, the leadership of

a pastor, the devotion and loyalty of all together will be measured.

SUGGESTED FORM FOR DETERMINING BUILDING REQUIREMENTS*

The purpose of this questionnaire is to aid Church Building Committees in carefully studying their task. The content and implications of each question should be carefully considered.

Date.....

Name of Church.....
Address.....
Reported by.....
(Office held in Church).....
Address (complete).....
What improvement is desired? New church?.....
Remodeling?.....Addition?.....
Other?.....
Number on active Church membership roll?.....Average attendance at public worship last three months: A.M.?.....
P.M.?.....
Sunday school enrollment to be provided for: Approximately how many of the following ages:
Beginners (3–5 years).....
Primary (6–8 years).....
Junior (9–11 years).....
Intermediate 12–14 years).....
Senior (15–17 years).....
Young People (18–24 years).....
Adults (above 24 years).....
Total.....
Remarks: Organization, leadership, growth, etc.
.....
.....
Total average attendance last three months?.....
Number in Cradle Roll Department?.....Number in Home Department?.....Number in Teacher-Training Class?.....
Community Data (one-mile radius): Village or town?.....
Open country?.....Downtown location?.....

*Form used by Bureau of Architecture, Methodist Episcopal Church, 1701 Arch Street, Phildadelphia. Used by permission.

PULPIT, CHOIR, AND ORGAN SCREEN

The organ screen shows a minimum use of display pipes with a pleasing emphasis upon the woodwork. The organ console is in the center of the choir space directly behind the pulpit platform.

AUDITORIUM VIEW FROM PULPIT

Foreign-speaking district?.....Factory district?.....High-grade residential?.....Medium residential?.....Apartment House?.....New addition?.....Older suburban?.....
College center?.....Is community growing?.....Amount of building in last five years?.....Present population (one-mile radius).....Principal industries of community?.....
.....
Plans for increase of industries or housing? (Describe fully).....
.....
.....
What public institutions for community welfare?.....
.....
(a) Seating capacity of largest meeting place in community?.....
(b) What recreational centers?.....
(c) What community attractions tending to draw from Church?
.....
.....
(d) What school buildings within one-mile radius and how far from church?.....
Enrollment of each?.....Price per front foot, best property in community?.....Price your lot, per front foot?.....Is electricity available?.....Gas?.....Running water?.....

Facilities to be provided:

For what should the building be used other than for services of worship and Sunday school?.....
.....
.....
Do you wish Cradle Roll and Nursery Room?.....Size desired?.....Social and recreational hall?
.....Size desired?.....Number in choir?.....
Choice as to location?.....How much space required for organ?
.....Provision for bell?.....Chimes (tubular or bells)?
.....Motion picture booth?.....
When do you hope to begin the work of construction?.....
Have you a professional architect under consideration?.....
Whom?.....Address?.....What material do you think of using in construction?.....What material is most available?.....Do you desire a colored sketch of a suggested exterior design to assist in promoting your building campaign (same to cost $20 to $35)?.....

Financial:

How much will probably be expended for building?.....
What plans have been made for financing the project?.....
.....
What is the present status of the financial program?.....
.....
In case sufficient funds cannot at this time be provided to construct a complete Church and Sunday school plant, will you construct and finance one unit of the building first, with the expectation of adding another unit later?.....
.....
Is your site well located?.....Do you think it is adequate?
.....

IMPORTANT— NOTE CAREFULLY

Draw a plot of the building site indicating streets, points of compass, approximate grades, location and size of any trees that should be saved or other buildings. Give location and depth of sewer, water, gas, and electric service lines. If project is remodeling, give plan of present building with measurements for all principal parts, its location relative to lot lines on all sides: also all story heights and heights of main floor above average grade. Photos, exterior and interior, are very helpful.

Use other side for further information or suggestions.

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"How to Plan Church Buildings." P. E. Burroughs.

"Building for Religious Education." Tralle and Merrill.

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"Standards for a City Church and Religious Education Plant."

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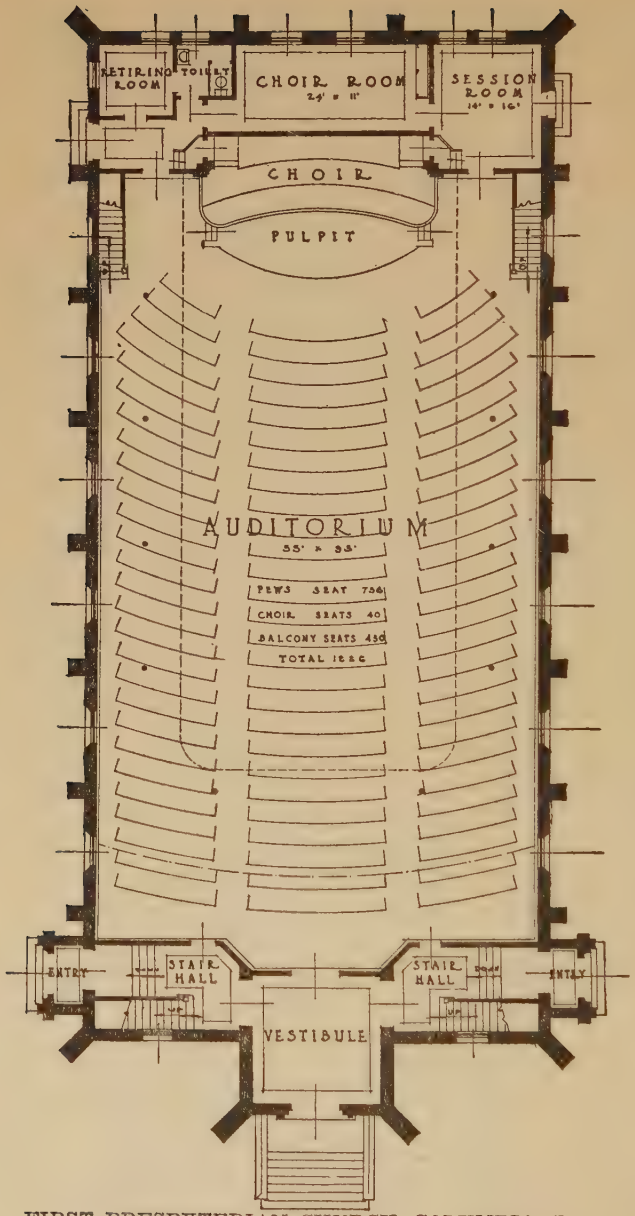
CHAPTER FIVE

THE AUDITORIUM

The Purpose and Use of the Auditorium.—The main auditorium of the church is considered by many, and perhaps rightly so, as the chief center of the entire building. It is essentially the place for the congregation as a whole; here the heartbeat of the Church may be discovered more distinctly and felt more perceptibly than anywhere else. If such is not the case, then it is likely that something is wrong in the active functioning of the organization and in the designing of the edifice. Other rooms may be used to teach, train, and plan for the Church life, but the auditorium is the place above all where this life expresses itself in common cause and fullest devotion to all for which the Church stands. It is the highest and ultimate keynote in the building as the house of God. True it is, that its highest and best use is conditioned on the teaching, training, and general preparation of the membership in other parts of the structure, but this does not lessen so much as it increases the significance of the place of general meeting. Here, if at all, should be seen the symbols which make for a realization of the things for which they stand. The provision for administering the sacraments, the altar, the chancel, the open Bible, and other real and symbolic features for making religion articulate are of great importance to those who would worship. Such things should lead to an appreciation of the presence of the Divine in the life of humani-



FIRST PRESBYTERIAN CHURCH, COLUMBIA, S. C.
MAIN AUDITORIUM PLAN

ty. Nothing that is false, mere pretense or make-believe should be allowed to enter here as a major or minor part of the building. False pipes, imitation wood colors, or anything at all that attempts to deceive or show itself better than it is must be avoided. A congregational service planned without ritual should not be observed or carried on in an auditorium of cathedral type any more than a ritualistic service should be held in a room unsuited to such arrangements.

LOCATION.—The location of the auditorium in the building must be worked out in keeping with the general scheme of the entire edifice, but it should not be sacrificed at any essential point. It should be accessible both from the outside and from other parts of the building. Very high steps leading from sidewalks often prove inconvenient; where the site or plan of the building makes a long flight of steps necessary, landings should be provided so as to break the climb. Not more than from five to ten steps should be arranged without a landing. The auditorium should be well back from the street, especially where passing noises are likely to interfere with the use of the room. An auditorium on the grade level or practically so, set back not less than twenty-five feet from the street, is desirable. In cities the question of land becomes a very acute one and every inch of space apparently must be utilized for the building; in such case the use of foyers will serve to reduce the noises and at the same time provide essential public space for circulation before persons enter the auditorium itself. Foyers will vary in width and length in proportion to the size of the building and in keeping with the number of persons to be ac-

commodated; a minimum width for such space is twelve feet deep and twenty feet wide.

SHAPE AND SIZE.—The shape of the auditorium for best results has been found to be rectangular, being in proportion as three is to four or four to six. The pulpit should be placed on the narrow side of the room at the end away from the main outside entrances. The plan of placing the pulpit near the main entrance on the assumption that people entering will seat themselves at the front and thereby do away with the custom of being seated toward the rear, leaving vacant pews in front, has not proved satisfactory and has not actually worked out as assumed. The size of the auditorium should be based on an allowance of from seven to eight square feet per person; this allowance is generally sufficient to care for the required area for aisles, chancel space, and choir arrangements. If it is desired to seat five hundred persons on the main floor of the auditorium there will be needed approximately 4,000 square feet of floor space on the inside of the room; this will be sufficient to provide for the pews, the aisles, chancel, and all other arrangements. To care for features such as the foyers, outside walls, steps, and other space not within the auditorium but essentially a part of the construction, there should be added an area equivalent to about one third of the space indicated for the seating arrangements, making a total of approximately 5,300 square feet. A building sixty-five feet wide by eighty-three feet long would be necessary to provide for this floor area. Many persons otherwise good at estimating numbers will be found frequently to delude themselves as to the seating capacity of a large room. There is a tendency to demand larger auditoriums

than the conditions appear to justify. An auditorium caring for five hundred on a standard basis may generally be expected to care for about one hundred more by the use of chairs in the aisles. It has been found that a rectangular auditorium seated with straight pews, rather than opera chairs or curved pews, will yield the greatest number of seats per square foot.

BALCONIES.—To care for unusual crowds in an auditorium, the building of balconies is recommended. Where the main floor accommodates from three hundred to five hundred people, there should be a balcony at the rear only. Where the capacity exceeds five hundred, balconies may be placed at the rear and on both sides if desired and no crowding effect will be experienced. Care must be exercised to make sure that no balcony shall overhang the main floor too far, else ventilation, light, and general appearances will be affected adversely. Straight lines for balconies are better than curved ones, since they are more conducive to the dignity and the degree of austerity associated with this kind of room. Balconies should be free swung wherever possible; otherwise small columns should be used.

ELASTICITY.—The balconies provide a certain elasticity which is desirable, but generally additional elasticity may be gained by placing chairs in the aisles. Rolling partitions, folding doors and other temporary divisions are not satisfactory. The old arrangement designated as the "Akron Plan" whereby Sunday school rooms are arranged so as to be thrown into the general auditorium is obsolete at this point as well as in other respects. Plastered or solid walls should separate the auditorium from other portions of the building.

CEILINGS, WALLS, ACOUSTICS.—The ceiling in evangelical churches should be other than of the extreme cathedral type; it should be simply treated, but should add its proper part toward making the room one of dignified satisfaction. The walls should be treated so as to make for harmony throughout; bright colorings are not desirable. Hard plaster or stone walls tend to make for acoustical difficulties. Overhead the acoustical arrangements should be planned with exceeding great care. There are many acoustical preparations and compositions on the market to-day, all of which have been subjected to standard tests as to their absorbent values; in considering any of these, the results of these tests should be taken into consideration. There is no reason for a building to be acoustically poor if anything like a skilled and experienced architect is in charge.

FLOORS, DOORS, AND WINDOWS.—Cheap wood floors of edge-grained pine or other non-splintering timbers, with joints planed or sanded with a machine and covered with a cork carpet, make ideal floors for the main auditorium; in the educational building the same floors covered with three-sixteenths inch battleship linoleum are to be desired. Where the buildings are fireproof this floor covering should be laid directly on the smooth concrete surface; felt paper should be laid under this floor covering in every case. If carpets are used, it is essential that provision for their care by vacuum cleaners shall be made. The windows should be of the general type illustrated herewith, avoiding the dark patterns of art glass. It should be possible to open the windows as a whole or in sections. The room should not be so bright as to produce eyestrain, but dark somberness should not be mistaken

AUDITORIUM VIEW

REAR OF AUDITORIUM AND BALCONY

for a religious atmosphere. Doors will need to be so placed that people coming in or going out will be within easy reach of the aisles. The main doors should not be less than six feet wide and should open outwardly.

LIGHT.—Mr. J. L. Stair, chief engineer of the Curtis Lighting, Inc., Chicago, has issued a paper entitled "Art and Utility in Church Lighting" which is full of interesting and helpful information. In discussing the problem of artificial light for church auditoriums he declares that there are three aspects to the problem, and then gives a list of things concerning each of these in a summarized form, as follows: The utilitarian aspect, which includes: Sufficient illumination for reading; adequate wiring facilities and capacity; economy of operation; reasonable cost consistent with good design; simplicity and convenience; efficiency of light utilization; flexibility of switching and dimming; provision for easy maintenance; outlets for stereopticon lanterns; exits and emergency lighting; lights for speaker. The second aspect is that pertaining to the æsthetic, which includes: Symbolic features as influenced by the particular creed; decorative or artistic lighting arrangements; simplicity and harmony in design of the luminaire; effect of lighting on architectural treatment; the influence of the architectural type; color harmony; shadows; appropriateness and dignity; atmosphere, psychological effect upon the audience; lighting refinements. The third aspect is that pertaining to hygienic effects which includes: Freedom from glare and strong contrasts; low brightness of lighting units; eye comfort; diffusion; shading of light source for eye protection; relief by restful points of light.

The summaries indicated in the foregoing paragraph

are perhaps sufficient to show that lighting for any auditorium contains many important considerations. Naturally those congregations which most actively participate in the services which call for reading will require the greatest amount of artificial light, but the caution against eyestrain is an important one in this regard.

AISLES.—The aisles in the main auditorium should be from three to six feet wide, the main aisles being six and the secondary aisles three. These should be so arranged that the auditorium is properly divided both from the viewpoint of the minister and the congregation. A wide aisle down the center of the room has been declared objectionable by many preachers who have felt that such an arrangement gives the congregation a divided effect. The preference is generally given to main aisles two in number, with the chancel as the axis, and to two side aisles supplementing these. Circulation is important in all parts of the building, and nowhere is it more so than in connection with this part of the building. Convenience in entering and leaving the room, as well as in using it for reaching the chancel and receiving offerings, should be seriously thought of in making the layout of seats and aisles. Special study will be required for the aisles in the balconies; any steps in the aisles must be of uniform width, the risers being from six to seven inches and the treads from eight to twelve inches.

CHANCELS AND ALTARS.—These features afford the architect his best opportunity for making the effect of the interior churchly. These centers should be attractive and well balanced as to the effect they are expected

to produce upon the worshipers. In the communions which feature the Lord's supper the table is the center of the plan; in those which place much emphasis upon the baptismal service, the baptistry is central; in others which make the altar service prominent, the altar and chancel arrangements are central. Where the altar or communion rail is used by kneeling participants, there should be a kneeling space covered with cushions. The altar rail should not be more than from three to four feet high, depending on the width of the auditorium; receptacles for holding the used glasses should be built within the altar rail. Space from three to four feet wide should be provided within the chancel, so that those administering the elements may move about freely. Steps to and from the pulpit platform level will make it possible for the minister to go from one level to the other without inconvenience.

BAPTISMAL PROVISION.—In communions which emphasize baptism by immersion much prominence must be given to the baptistry. There is a growing sentiment for the baptismal pool to be placed directly in the center behind the pulpit and choir space. This makes it desirable to place the organ console to one side of the choir and to place the baptistry on a higher level than the choir seats. In those congregations which baptize by other means than immersion, there will be required a baptismal font; this should be placed near the front of the pulpit and within the chancel railing if there is one.

ROBING ROOMS.—Robing rooms are essential in connection with pools. These should vary in number depending on the general seating capacities of the audi-

torium. As a minimum there should be two robing rooms, each containing two booths; a maximum number of robing rooms is four, each containing from six to eight booths. These rooms should be very accessible to the baptistry, making it unnecessary for any one to be seen before or after leaving the baptistry.

CHOIR SPACE.—Choir space will vary widely. Small paid choirs will make a minimum of space necessary, while chorus choirs will demand the maximum. If an orchestra is to be included, this will make a correspondingly heavy demand for space. A minimum allowance of seven square feet for each person to be seated in the choir, and not less than from eight to nine square feet for each member of an orchestra, is a safe basis. The question as to where the choir shall be seated is one about which there is a very great difference of opinion. Most ministers prefer that the choir shall not be in their rear, but in practice this is where most of the choirs are seated. However, with the organ console placed just behind the pulpit space and facing the choir, some of the objections to this plan have been removed.

CHOIR ROOM.—One or more rooms for the exclusive use of the choir will be required, these being placed so that they may be reached easily from the choir space in the auditorium. These rooms should be large enough to accommodate the maximum number expected as members of the choir. A choir of thirty will need a room not less than fifteen feet by twenty feet. Cabinets, locked closets, and a musical instrument constitute a part of the essential equipment of the room.

ORGAN TREATMENT.—It is coming to be a general practice to conceal all or most of the organ pipes and

for no "show" pipes to be installed. The space which has been given in the past to many pipes of varying sizes and colors is now being used to better advantage with grill work. The organ console should never be behind the choir, but rather in front or to one side.

HEAT AND VENTILATION.—Heating an auditorium so that it is comfortable for all alike is much more than a mere matter of buying a large number of radiators or registers. There is a skill required in making heating specifications which cannot be ignored if satisfactory results are to be expected. The number of windows, openings into foyers, width, length, and height of walls, and the outside temperature will all effect the heating arrangements.

The ventilation will be closely tied up with the heating plan. In addition to windows and other means of securing natural ventilation, consideration should be given to the possibilities of using the same system for ventilation in summer that is used for heating in winter.

In concluding this chapter it is well to repeat once more the statement that this room is the center of the entire structure. If the building fails at this point, its work is short circuited and the architect has earned for himself the just condemnation of those who have intrusted the work to his care. When plans and specifications have been made and accepted, changes by contractors or others should be made only after consultation with the architect, and even then only when the architect feels that the changes will not lessen the success of the plan.

REFERENCES FOR FURTHER READING

"Art and Religion." Vogt.
"The House of God." Short.
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The Architectural Forum, issue for June, 1925.

CHAPTER SIX

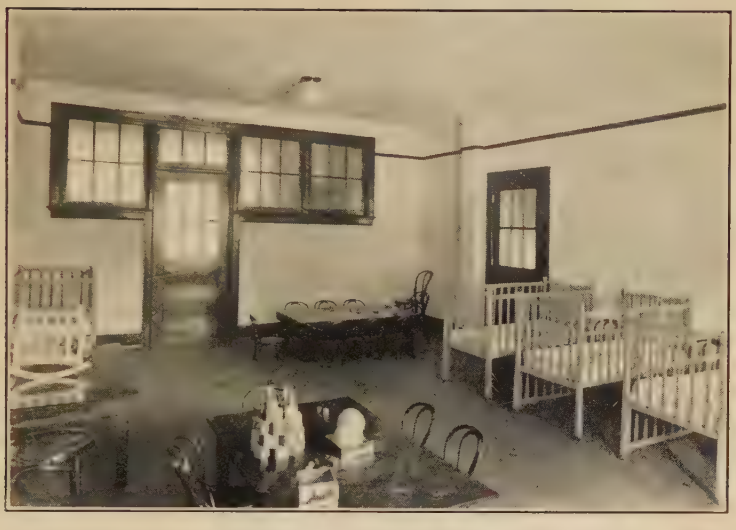
PROVIDING FOR AGE GROUPS—INFANCY

THE PUPIL.—(*a*) *Ages.* For the purpose of this study the period of infancy is accepted as generally designated by the students and authorities of child life to-day—namely, one, two, and three years. The children of these ages are thought of as a group related to the whole local Church, and the provision suggested for them is not with the thought of any one local existing organization, but rather for all that the Church seeks to do for them in every way. (*b*) *Designation.* The children of this group constitute the babies, and for them local congregations have provided organizations such as the Nursery, Cradle Roll, Baby Roll, and other kindred names. The most commonly accepted designation is that of the Cradle Roll, and when this name is applied with special reference to the three-year-old children, the younger ones are termed Nursery children. This twofold name is perhaps as satisfactory as any and will be followed in this chapter; this does not mean, however, that any existing organization or department lines are to be recognized as fixing the limitations of equipment or program for these children. (*c*) *Needs.* The needs of the children of these years are very marked, but in so far as the Church is concerned the equipment is limited as compared with other groups to be discussed in the succeeding chapters. They need plenty of soft light, sunshine, fresh air, and a distinct

recognition as potential if not actual members of the Church life. They are learning to walk and to talk, and their world is largely limited to the home surroundings with which they are most familiar. They have little conception of limitations such as of time and space, but they respond unconsciously to these things when unduly repressed or if efforts are made to control them.

WHAT THEY DO.—There is no formal or set program offered or intended for these small children. Where the three-year children are separated from those one and two years, it is possible to have a very limited amount of directed activity; but even with the three-year children there should be given almost unbounded opportunity for freedom of play and movement in the special room provided for them. Of course adult supervision is an essential, but efforts to form them into formal groups for story-telling and singing is not recommended. Stories, when given, must be largely to individuals and not to them as a group. Practically all the work of these children should be in and through the parents. There are some workers in religious education who advocate not bringing children to the church at all until they are about four years old; they recognize the condition, however, that it is necessary to bring them if the parents are to have the privilege of public worship. No class groups should be formed in these years and no program of formal instruction should be attempted. They should be cared for in the midst of happy surroundings and encouraged thereby to enjoy the Church life as it is intended for those who are just on the threshold of life.

ROOMS NEEDED.—(*a*) *Number.* There should be at



NURSERY AND CRADLE ROLL ROOM COMBINED

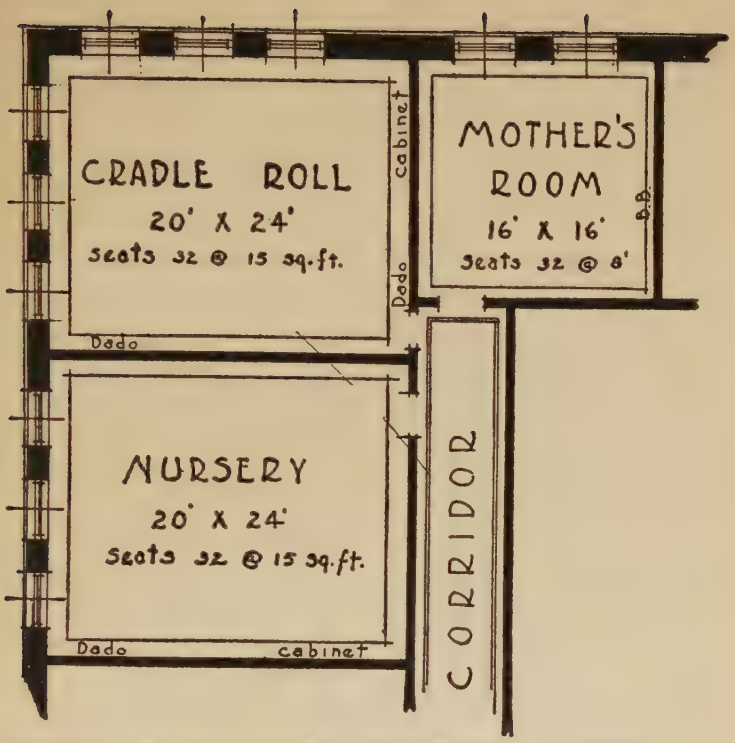
The above shows a combination room for Nursery and Cradle Roll. Wherever practicable these should be separate. Observe the cribs and cradle; these are to be maintained with great care. For the three-year-old children there are provided balls, blocks, and a sand table; the sand table is not recommended as a part of essential equipment.

CRADLE ROLL DEPARTMENT

The above photograph is taken from the Sixth Avenue Presbyterian Church, Birmingham, Ala. The room is on the ground floor entirely above grade level. Observe: The tables and chairs are so arranged that they indicate a rather formal program, certainly much after the fashion of the kindergarten which is a somewhat older group; everything is spotlessly white, beautifully kept, the pictures are hung low to the floor; the piano is well proportioned for the room and the small children. The room allows fifteen square feet for each person to be accommodated.

least two rooms for the Cradle Roll and Nursery children, the rooms being entirely separated by walls with not more than a door opening between them. There should be a minimum of fifteen square feet for each child, and, when possible, even a larger allowance is desirable. Not more than from twenty to twenty-five children should be placed within one room; therefore in a building planned to care for sixty children one, two, and three years old, it is well to have three rooms, approximately fifteen by twenty feet each. (*b*) *The Shape.* The room should be nearly square or about in the proportion of three to four; it is not as essential that rooms for these groups be in this proportion as it is for those a little older, the informality of the program being greater and the question of seating being less important as to placing of chairs. (*c*) *Location.* The location of these rooms should be such that they are accessible to and near to the room or rooms provided for mothers. The floor nearest the grade level is to be preferred, and this should be understood as meaning that anything approaching a basement floor is absolutely condemned. In locating the rooms, it is well to bear in mind that the nursery is to be used at various times, such as during the Sunday school hour and the preaching hour. (*d*) *Walls, Windows, and Floors.* The walls should be studded and plastered or otherwise treated so as to make them as near sound proof as possible; they should be treated so as to make them pleasing to the eye, and they should be easily cleaned. The ceilings should not be more than ten feet, and even nine feet is better in these particular rooms; the ceilings should contain some acoustical treatment. The win-

dows should be low to the floor and of clear glass; if for any reason the window sills are higher than the heads of the children, there may be built in low steps around the wall so that they may climb up and look out of the windows. The floors should be either of good pine, hardwood, or other smooth surface such as inlaid linoleum; they must not be of uncovered cement; if wood floors are used, it is not desirable that they be painted. (*e*) *Furnishings.* The simpler the furnishings for these rooms the better. Rugs and other floor coverings need to be of a type easily removed and cleaned. Only a few chairs are needed, but these should be supplemented by mats or pads. The chairs are to be from eight to ten inches high and of a color to harmonize with the wood trim of the room; bright, glaring colors, such as red, should not be used. Only a few pictures will need to be provided for at any one time, it being desirable to change these often; one good and distinctive picture should be used, such as "The Madonna of the Chair," and others may be simpler; all of them are to be hung low enough for the children to see them without looking up too high. A few washable toys and blocks of varying shapes and sizes have been found valuable; inexpensive colored picture books which may be destroyed when soiled are helpful. One or more cabinets built in flush with the walls are essential. It is not absolutely necessary that a musical instrument be provided in these rooms, but when possible a Victrola or a piano should be given the preference. It is important that the rooms be as free from sharp corners and angles as it is possible to make them; any tables or other furniture should be selected with this in mind.



TYPICAL FLOOR PLAN FOR CRADLE ROLL, NURSERY, AND MOTHER'S ROOM

Observe the following: Full fifteen square feet per person; dado on walls for placing small pictures; rooms adjoining without opening from one into the other; Mother's room near by but separated by sound-proof walls; rooms well lighted with plenty of windows. This is from a drawing by the author.

Sand tables are not advised for the Cradle Roll or Nursery rooms unless provision is made to protect the floors from sand; ordinarily the sand table is not desirable.

TYPICAL CRADLE ROLL AND NURSERY ROOMS.—Herewith are shown typical rooms. It will be observed that there is provision for rooms in keeping with suggestions offered in preceding paragraphs. If special toilet facilities can be provided for these little children, the fixtures should be small and made for them. In these department rooms low, movable partitions may be placed so as to give the children the sense of going from one room to another. The photograph shows a combination Cradle Roll and Nursery room. In floor plans for entire buildings the relation of these rooms to other parts of the structures should be noted.

DETERMINING THE SPACE.—In estimating the space to be given to these groups the accepted basis is usually as follows: If a congregation of five hundred is to be cared for, an allowance of fifteen square feet for each child is to be made, the number of children being estimated at about five per cent of the total number; this would mean that twenty-five children one, two, and three years of age are to be given fifteen square feet each, making a total of three hundred and seventy-five square feet of floor space; two rooms, one about twelve by fifteen feet, and the other about thirteen by fifteen feet, would meet the required needs; or if only one room was provided, it would have to be about eighteen by twenty feet.

SOME THINGS TO AVOID.—It is not dogmatizing to say that these rooms should not open into other rooms;

even the mothers' room should be separated by at least a wall or corridor. While there should be an atmosphere of brightness about these rooms, they should not be extravagantly or garishly furnished. Very high ceilings should be avoided. Blackboards are not required; but if they are supplied, they should be of some color other than black, such as green or tan surface. Unprotected heating arrangements, whether gas stoves, open fireplaces, or otherwise, constitute hazards. Winding stairs have no just place in any part of the building and particularly with relation to these groups. It should not be necessary for mothers to climb stairs of undue number.

THE MOTHERS' ROOM.—The arrangements for one or more rooms for the mothers of small children come in for consideration at this point, but they should be counted in as a part of the total floor area devoted to the use of adults. The rooms should be near the Cradle Roll and Nursery rooms, but not a part of them. These rooms are intended primarily as a space for classes of mothers who have children in the youngest departments; while easy of access to these little children, they are not to be regarded as open for them to run in and out to their mothers. When a mother is in her classroom, her child is being cared for in its own room, or when the mother is attending the preaching service, the child is under the supervision of those conducting the nursery. The floor space for a mothers' room should allow about eight square feet for each person to be seated. This room may be so arranged that it will serve other purposes as well as for a classroom; it may be that it will serve satisfactorily as a parlor, small reception

room, or for similar purposes. As already indicated, the mothers' room should be easy of access and as free as possible from climbs up or down. In a school of five hundred members, the mothers' class will usually number from ten to twenty members.

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"The Psychology of the Pre-School Child." Baldwin and Stecher.
"A Study of the Little Child." Whitley.
"The Nursery of the Church School." McCallum.
"The Cradle Roll Manual." Moore.
"The Mother Teacher of Religion." Betts.
"The Cradle Roll on Sunday Morning." (Pamphlet.) Kennedy.
Leaflets issued by denominational boards.

CHAPTER SEVEN

PROVIDING FOR AGE GROUPS—EARLY CHILDHOOD

THE PUPIL.—(*a*) *Ages.* The period of early childhood embraces the years four and five; all children in any way identified with the local Church constituency should be included in the arrangements made to care for these years. (*b*) *Designation.* These children have been commonly referred to as Beginners and members of the kindergarten group. One well-known leader in religious work several years ago said: "It is surely time to drop the meaningless title 'beginners' and adopt a title for this group which will more accurately describe its work. The old title indicated what ought not to be true—that is, that this was the beginning of religious training. There is advantage in using the title commonly used for the same grades in the public school, both because it will be commonly understood and because it describes the prevailing type of work." While agreeing with the general viewpoint expressed we feel that in using the term Beginners to indicate the time of actual formal instruction by the Church it is accurate, and until a more definite step is taken to change the nomenclature it is well to follow the use of this term in this study. (*c*) *Needs.* These children have not yet started to school except perhaps to the kindergarten. Their needs differ radically from the preceding age just considered and from those to be thought of in chapters following. They are

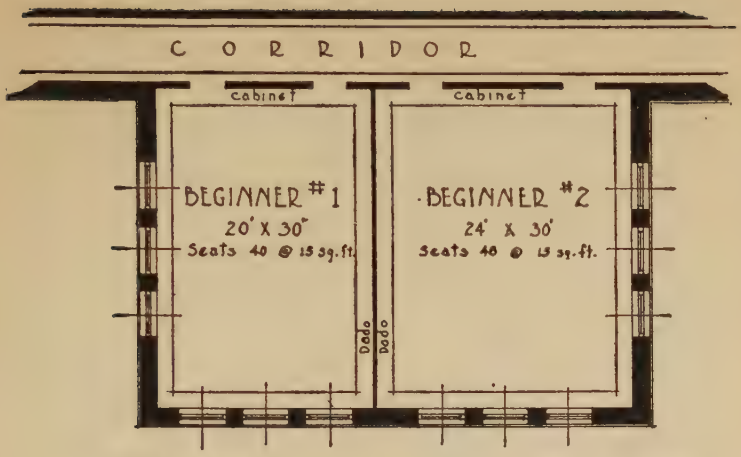
acquiring enough self-control or instinctive control to engage in simple educational practices; they have not learned teamwork, and consequently class grouping has little significance for them. They need action, both directly called out and indirectly provided for. Much freedom must be given under adult supervision; hard and fast rules should be avoided. The imagination here needs proper guidance, and overstimulation of this very fine quality must be guarded against.

THE PROGRAM.—The program consists of stories, simple and informal, prayers of comparatively few and simple words, songs within their understanding, but of good phraseology and capable of being sung without strain on the vocal cords. Marches which provide exercise and entertainment of a wholesome character are essential. Perhaps seventy-five per cent of the entire program will be centered in the work done with all seated in a circle; the leader should be seated as a member of the group; consequently there is no need for platforms or other elevated floors. On Sunday morning and at other times when these children are brought together anything like a class period will be brief, not exceeding eight to ten minutes. No effort should be made to have fixed class groups, the group or department as a whole being the working unit to be recognized. It is not generally recommended that the same children be required to go to the same table within the department Sunday after Sunday, but rather that they be left free for the most part to go to any table they may select. So far as the lessons prepared for Sunday are concerned, there is no difference in the level of difficulty for the first and second parts of the courses.

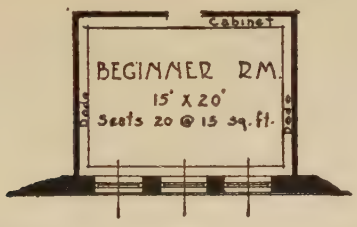
BEGINNER DEPARTMENT ROOM

ROOM OR ROOMS.—(*a*) *The Number.* The number of children four and five years of age will be the determining factor as to the number of rooms to be provided. Some workers recommend a separate room for every twenty-five children of these years; others hold that as many as fifty to eighty may be cared for in the same room. Perhaps a fair basis of estimate lies somewhere between these extremes, say from forty to fifty to a room. No classrooms are desired for Beginners. (*b*) *Shape and Size.* Whether there be one room or more, the room should always be shaped approximately as a square so that it may be possible to form the circle to which reference has been made. An oblong room makes for unnecessary waste space and does not lend itself to the program planned. Fifteen square feet per person is required, making necessary a room fifteen feet square if fifteen pupils are to be cared for, or one about twenty by thirty if forty children are to be cared for. The number of children four and five years of age will usually be about eight per cent of the total enrollment; in a school of five hundred not less than forty children of these years should be expected. A room set apart for these children should be used by them only. A school of one thousand members will require two Beginner rooms. (*c*) *Location.* Rooms of this type should be on the first floor and in the same general part of the building as the Cradle Roll and Nursery rooms. Only when full conditions as to light, entrances, ventilation, and general atmosphere are met should any of these rooms be placed below the grade level. (*d*) *Furnishings.* In these rooms the furnishings should correspond rather closely to those found in

a well-equipped kindergarten. The floor should have suitable coverings such as rugs of good soft colors, inlaid linoleum of neutral shades, or other materials selected to harmonize with the woodwork and easily cleaned. Concrete floors are cold and metallic, and unless carefully treated give off fine particles of dust. The number of chairs to be secured should be based on the average attendance expected plus a few for extra occasions. The height of chairs will vary from ten to twelve inches and the color selected will be chosen so as to make the room beautiful rather than flashy. A piano of the small type but of good quality will be essential in these departments. Organs are not considered acceptable. Kindergarten tables large enough to accommodate from six to eight children each will serve well. Five or six tables would be required in a department of forty persons; the floor area of fifteen square feet per person allows ample room for the tables and chairs. Facilities for hats and wraps are very desirable; corridors six feet or wider may be used for this purpose. A small table for the leader of the circle and for the secretary of the group will be needed. Song books in sufficient number for each leader to have one when needed, will take care of this item of furnishing satisfactorily; the children will not use the books, as they are not yet reading. A cabinet built in flush with the wall or specially designed to fit in with the room will be required to care for the supplies of the room; this should be placed to one side or to the rear of the room or, better still, in the adjoining cloakroom if such is available. A dado of burlap or other material will be needed on at least a section of the wall for use



ARRANGEMENT FOR BEGINNER GROUPS IN ORGANIZATION OF 1200 MEMBERS.



ARRANGEMENT FOR BEGINNER GROUP IN ORGANIZATION OF 250 MEMBERS.

The above arrangement, after drawings by the author, show proper proportions and shapes for rooms for children of kindergarten age, four and five years. Each room provides fifteen square feet for each person, including the leaders; window space is in due proportion to the floor space and ceiling heights; entrances are placed so that late comers or visitors will attract least attention; the number of pupils indicated are in proper proportion to the total enrollment for schools of the membership shown.

in pinning pictures used on a given day. Small and inconspicuous blackboards with tan or green surface may be used to advantage, but are not a part of standard equipment. Tack boards of cork or celotex serve an excellent purpose. Arrangements for hanging a few pictures at a time will meet the demand in this respect. Unless the leaders have had actual experience and training in the use of sand tables, it is better to omit these from the equipment.

TYPICAL BEGINNER ROOMS.—Herewith are shown floor plans indicating desirably arranged rooms for children four and five years. The accompanying photograph indicates a well-arranged room in actual use as to the equipment needed. Such matters as the requisite number of square feet, clear glass, entrances, height of ceilings, and floor covering have been given due thought in these rooms. It should be stated in this connection that the clear glass is particularly good in Beginner rooms; not only are such windows economical, but they provide for light and make effective the references to snow, sunshine, rain, birds, and flowers from time to time as they deserve emphasis.

MULTIPLE USE OF ROOMS.—Beginner rooms do not lend themselves to a multiple use by older groups; the changing of furniture is not conducive to care and protection, and the abuse of the floors, pictures, and walls causes a deterioration which may be avoided by not demanding such a multiple use of these particular rooms. However, the children themselves will naturally make use of these rooms on Sunday and through the week for any and all of their meetings, parties, and activities. Week-day religious work of any sort for children will

naturally be carried on here. If vacation Church schools are enterprised, this equipment will be utilized. Not only should the children use the same rooms at all times, but all that is done should be a part of a unified plan or program for them.

SCHEDULE OF ROOMS FOR VARIOUS SIZE BEGINNER GROUPS.—The following schedule of capacities will indicate the size and number of Beginner rooms required in buildings of the capacities named:

Size of School	Number of Beginners	Square Feet Required	No. Rooms Required
400	32	480	1
600	48	720	1
800	64	960	2
1,000	80	1,200	2
1,200	96	1,440	2
1,400	112	1,680	3
1,600	128	1,920	3
1,800	144	2,160	3
2,000	160	2,400	3
2,600	208	3,120	4

THINGS TO AVOID.—Entrances which necessitate late comers entering where they attract the attention of the larger part of the group will need to be avoided. No platforms are desired. Glares of any sort are a nuisance. Exceedingly bright colors and conflicting color schemes will reduce the attractiveness and usefulness of the rooms. Glass of an obscure or colored nature is undesirable. Location in basements constitutes a grievous sin against the welfare of childhood. Using the rooms for passages into other rooms or other parts of the building will nullify efforts of leaders to lead and to guide these children in an effective manner.

REFERENCES FOR FURTHER READING

"A Study of the Little Child." Whitley.
"A Course for Beginners in Religious Education." Rankin.
"Kindergarten Method in the Church School." Baker.
"The Little Child and His Crayon." Moore.
"The Worship of the Little Child." Baker.

CHAPTER EIGHT

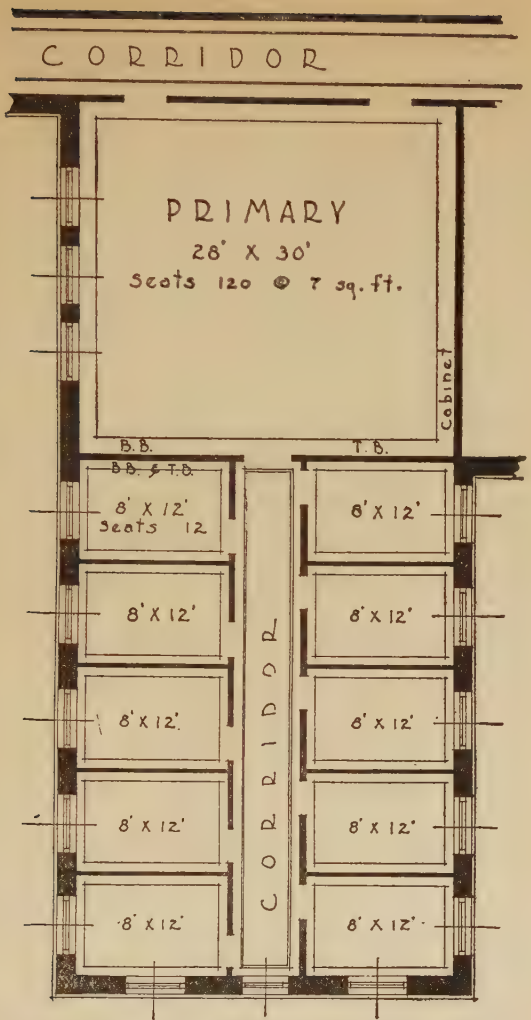
PROVIDING FOR THE AGE GROUPS—MIDDLE CHILDHOOD

THE PUPIL.—(*a*) *Ages.* The years six, seven, and eight constitute the period known as Middle Childhood. All children of the Church constituency are thought of in this chapter without special reference to the one or more organizations within the Church. (*b*) *Designation.* Children of these years are termed Primaries, and this designation should be followed in any reference to them when speaking of this age group without regard to the organizations. The practice of having societies, clubs, departments, and the like which cut across the commonly accepted periods results in confusion and lack of a fully directed approach to the interests of the children themselves. As an illustration, a "junior missionary society" should not include Primary children. One person should be made responsible for all the work the Church seeks to do for children of a given age; and whether it is the Sunday school department, or some other organization, this person should be held responsible for the program for children of these years. This person may be termed the superintendent, supervisor, or principal. (*c*) *Needs.* The most significant event in the life of the Primary child is that of having started to public or private school. This contact with an enlarging world gives rise to needs which differ at many points from those of the younger children. They

are beginning to read and write; their world is being made to take on a different aspect; the vocabulary is increasing at an astounding rate. They are in a period of comparatively fast physical growth. Their sense of impressions is acute and they are affected by their surroundings in a manner that makes it extremely important that all about them shall be attractive. Their sense of group work is developing and the class unit is becoming better defined than in preceding years; the department, however, continues to serve their greatest needs as a whole. They now require that stories not only be told to them, but that they be given direction and opportunity to read for themselves. Handwork of a type somewhat in advance of that done by Beginners necessitates good conditions of work such as the supplying of tables and, when possible, classrooms.

THE PROGRAM.—The program for Primaries, while centering in the session held on Sunday, is not to be thought of as being completed there. The general nature of the work with them will be the same whether it is as a Sunday school group, a missionary group, or some other band or children's club. The rooms should be so determined and provided that all the Church life of Primaries centering in the building may find expression in them. It becomes increasingly important that the Primary leader shall be recognized as the principal or superintendent of the Primary group of the entire Church. Whatever is done as week-day religious work, vacation work, or in other things usually looked upon as extra, should be considered a part of a complete Primary program and properly related to every other part. These considerations are important in de-

PRIMARY DEPARTMENT ASSEMBLY AND CLASS ROOMS



TYPICAL ARRANGEMENT OF PRIMARY ASSEMBLY AND CORRIDOR TYPE CLASSROOMS

Observe the following: The assembly is free from any built-in classrooms, making possible a very pleasing atmosphere; seven square feet per person is provided in the assembly and eight in each classroom, making a total of fifteen square feet for each pupil; the classrooms accommodate twelve pupils each,

termining the size of the rooms, both department and class.

ROOMS.—1. *Department Assembly Room.* The assembly room for Primaries should be one of the most beautiful in the entire building. If economy is to be practiced rigidly at other points, the most liberal policy possible should be exercised in behalf of the children of these extremely important years. Primaries in their beginnings at the public school will unconsciously compare and perhaps contrast the work and the surroundings, including conveniences, with the church. They must not be permitted through our neglience and lack of intelligent planning to get the impression that the Church is less interested in them than the public school. (*a*) *Size.* When the Primary assembly room is entirely separate from its classrooms, there should be an allowance of seven square feet for each pupil to be accommodated. A Church constituency of five hundred may be expected normally to enroll about fifty children six, seven, and eight years old. These fifty children should have an assembly room with a minimum of three hundred and fifty square feet, and if the pupils make use of the assembly room for class purposes an additional eight square feet per person should be added to this area. The room for best purposes will be shaped about in the proportion of three to four; in any event it should be oblong, but not so much longer than wide that those sitting at the rear will be unduly removed from the front of the room. (*b*) *Location.* The assembly room may be on the ground floor if not more than eighteen inches below grade level, otherwise it should be on the main floor or not more than one flight

of stairs above. Full conditions of light, air, heat, and circulation are to be expected regardless of which floor the room is on. While not necesary, it is best to have these children in the same general part of the building in which the younger groups are located. The classrooms should be near the assembly room, but preferably not opening into it. If the enrollment of the Primary children approximates from one hundred and fifty to two hundred, it is well to provide two assembly rooms. It is possible in such a case to have a program so worked out that one Primary Department group may be in the classroom while the other is in the assembly, thus alternating in the use of these two floor areas and requiring only one set of rooms and one assembly; this depends on the competency of the leadership. In such a case the same department principal or superintendent would be expected to conduct the assembly period for each group and the same set of teachers should be used for both groups. This kind of arrangement should not be undertaken without careful study and consultation with denominational leaders. When the attendance of Primary children exceeds two hundred, it is best to have two fully separated departments with leaders and teachers for each. In even larger groups three Primary Department assembly rooms may be worked out on the basis of a separate department for each of the three years—six, seven, and eight. On the other hand, in Primary Departments of not more than twenty-five to thirty-five or forty members, one large assembly room without any built-in classrooms at all may be used successfully, the classes being separated by screens as they sit about tables; however, there

should be fifteen square feet for each person when such an arrangement is followed. (*c*) *Entrances.* In large department rooms there should be two good openings for entrance and exit purposes, both of which if possible, should be well away from the position of the leader; architects frequently encounter difficulty in arranging for this, and where conditions force one of the openings near the front of the room it becomes a matter of administration to see to it that it is used for exit purposes only. When departments number one hundred of more members double doors are better than single ones. The corridors leading to these rooms should never be less than fifty-four inches wide, and where they are as much as forty feet long or longer the minimum width should be six feet. Sometimes it happens that the hall ends in a cloakroom, and when such is the case the entrance may be through this room. Where the corridors are ample, say six feet or wider, they may be made to serve as space for the department secretary and for placing wraps. (*d*) *Furnishings.* The furnishings for the assembly room should include only those things conducive to a quiet atmosphere and essential to a place of worship. Everything which tends to distract the attention or to put undue emphasis upon things rather than upon persons should be omitted. The floors should be unpainted or finished in natural wood colors; if cement floors are used they should be covered with wood or linoleum. No matter how well cement floors are treated to prevent fine particles of dust from filling the air and to prevent a cold metallic sound, they are not conducive to a good atmosphere; they are quite likely to interfere with the best results acoustically under

any conditions. If rugs are used, they should be such that may be easily cleaned and of a color to match the woodwork. The chairs for the assembly room should be of a substantial type, never of the folding variety; they will need to be from twelve to fourteen inches high and in harmony with other furnishings of the room. A table or desk for the superintendent and also for the secretary will be required. One or more cabinets will take care of the supplies. A bungalow or small-size piano is a requisite. Any blackboard provision should have in mind the beauty of the room and should be reduced to a minimum in size, placed to one side of the place where the superintendent stands rather than directly behind; a tan or green surface finish is preferred to the black. (*e*) *Walls, Windows, and Ceilings.* Walls tinted in soft colors rather than brilliant ones will be found most pleasing. The overhead may be of some good acoustical preparation such as celotex. The ceiling height will vary with the size of the room, but generally the height will not exceed ten feet and not be less than nine feet. Approximately one-fourth as much window space as there is floor area will be found to serve satisfactorily. Two hunderd cubic feet of air for each person is desirable, this being the amount allowed in public schools. Windows arranged so that the pupils may see out of them when standing will indicate the height to be used. Bright exposures may be softened by the use of neat draperies and shades. Low-hung pictures, a few displayed at a time, should include such subjects as the following: Detail of the Angelus, the Madonna of the Street, the Sistine Madonna. Song-books will be required for pupils as well as for leaders,

although well-prepared song charts have been introduced successfully; as a rule these latter are not very attractive and detract from the beauty of the room.

2. *Classrooms.* There is little difference of opinion as to the value of classrooms for Primary children, but it should be conceded that classrooms are of secondary importance to the assembly and should be provided for only after the assembly space has been assured. Classrooms opening into the assembly rooms are not sightly and detract from the symmetry and attractiveness of the space provided especially for worship. (*a*) *Size.* Primary class groups range from six to ten pupils, but the tendency is to increase the number when closed classrooms are available. Rooms containing eight square feet for each person are necessary; this floor space, when combined with the seven in the assembly room, makes a total of fifteen square feet per pupil. In small departments screens may be made to serve instead of clessrooms, but even in these the same total of floor area is to be expected. Illustrations shown herewith illustrate Primary assembly and classrooms; these are suggestive of arrangements which have been successfully used. (*b*) *Furnishings.* In each classroom there must be a well-constructed table, using the hollowed half hexagon, the half circle, or the rectangular type. A small built-in blackboard about twenty-four inches wide by thirty-six inches long and a tack board about twenty-four inches square will be found to be quite useful. The chairs will be the same size and height as those in the assembly room—namely, from twelve to fourteen inches in height. The teacher in each class should have a small table, but for the most

part she will make use of the same one used by the pupils. Classroom walls will largely follow lines indicated for the assembly room. Ceilings are not necessarily as high as assembly ceilings and in many instances general construction will permit lower ones. Mezzanine floors have been introduced in some Primary arrangements with pleasing results and economy of space. (*c*) *Multiple Use of Rooms.* The entire Primary program of the local Church will be carried on in these rooms; week-day religious work, mission bands, and other work in addition to the usual Sunday program will be conducted in these rooms. If the plan calls for larger space than the classrooms afford, the Primary assembly room is available.

PLAY ROOM.—A room adapted to the play life of these children will be found highly desirable, this being apart from the assembly and furnished very differently. In some instances and adult classroom may be made to serve this purpose. It will need to be accessible without going through any major portion of the building. The play conducted in such a room will be under adult leadership and supervision, preferably the same ones who are in general charge of other parts of the Primary program. A play room of the type indicated will prevent any misconception as to the use to which the assembly room is to be put, thereby protecting the assembly space and making it more useful for worship and training in worship.

SCHEDULE OF PRIMARY ROOMS FOR GROUPS OF VARIOUS SIZES.—The following schedule of capacities will indicate the approximate floor area required for Primary groups in churches with varying numbers. If the

suggestion made in this chapter should be followed as to two Primary departments alternating in the use of assembly and classrooms, the figures shown here for large schools may be reduced accordingly.

Size of School	No. Primary Pupils	Square feet Required	Assembly Rooms	Class-rooms
400	40	600	1	4–5
600	60	900	1	6–7
800	80	1,200	1	8–10
,2000	100	1,500	1	10–12
1,200	120	1,800	1	12–14
1,400	140	2,100	1	12–16
1,600	160	2,400	2	16–20
1,800	180	2,700	2	18–20
1,000	200	3,000	2	20–22
2,600	260	3,900	2–3	26–30

THINGS TO AVOID.—The following list of things to avoid will be suggestive of other things as well, and they are merely mentioned without attempt to elaborate them in any way: Built-in classrooms shutting off light and ventilation from the assembly room; overcrowding of pupils by failing to provide sufficient floor area; bright flashy colors; glares on blackboards; entrances near the superintendent's position; furnishings either too large or too small; bare floors; vast expanses of blackboard; constructing the rooms with the thought that they are to serve as social rooms for older groups.

REFERENCES FOR FURTHER READING

"A Study of the Primary Child." Whitley.
"Methods for Primary Teachers." Lewis.
"Story-Telling for Beginners and Primaries." Cather.
"Primary Methods in the Church School." Munkres.
"The Church School." Athearn.
Files of the *International Journal of Religious Education.*
Files of *Religious Education.*

CHAPTER NINE

PROVIDING FOR THE AGE GROUPS—LATER CHILDHOOD

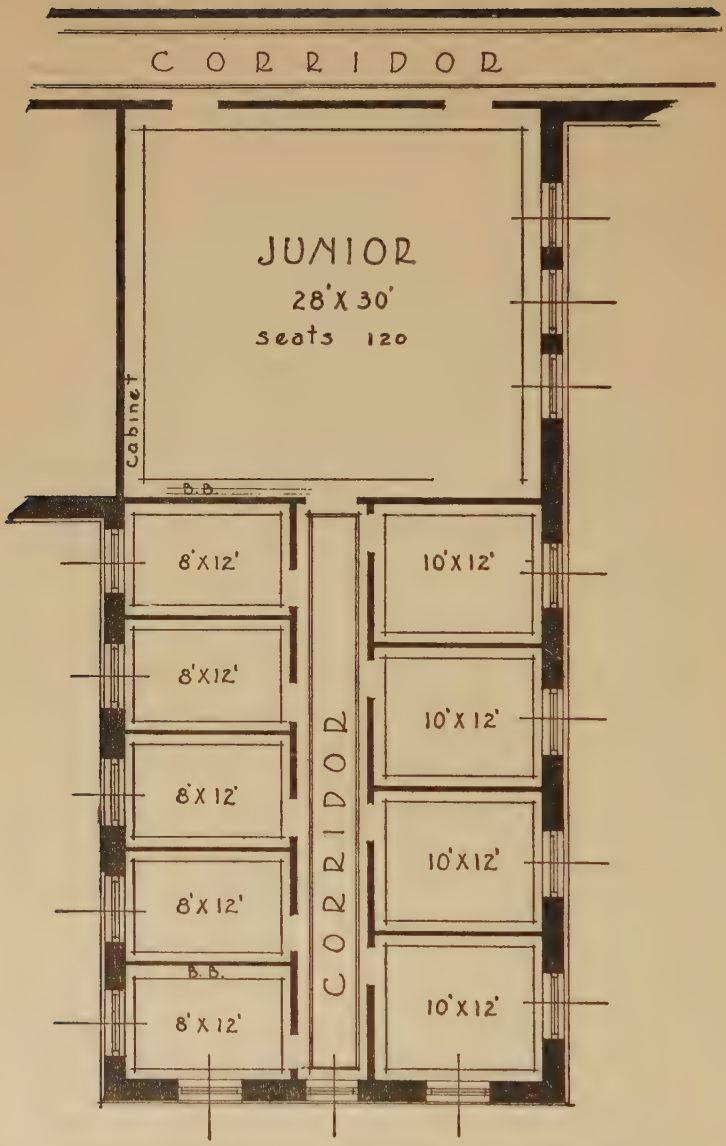
THE PUPIL.—(*a*) *Ages.* Boys and girls nine, ten, and eleven years of age are in the period of life known as Later Childhood. These grades correspond to the fourth, fifth, and sixth grades of the public school—that is, the grammar school grades. A few workers with children still make this group to include the twelve-year-old children as well, but the generally accepted classification embraces only three years as first stated. The twelfth year is commonly the first year of the Junior High School, and therefore in a considerably different world; then, too, the equally important reason to be remembered is that the twelve-year-old pupil is at the beginning of adolescence and is looked upon as an adolescent rather than a pre-adolescent. (*b*) *Designation.* Pupils in later childhood are termed Juniors, and it seems wise to follow this designation throughout all Church work with pupils nine, ten, and eleven years of age. If there is a Junior Christian Endeavor Society, or Epworth League, a Junior Missionary Society, a Junior Church, or a Junior Department in the Sunday school, the use of the term Junior should signify the same ages for each. (*c*) *Needs.* The needs of the Junior are many and varied. They center about the fact that it is a period of comparatively slow physical growth but exceedingly active mental development. The

hunger for reading is significant; a larger world of interests is opening up geographically and historically. They are becoming interested in group work, but they are still largely individualistic in their thinking and planning. The group interests make the class unit more important than in any of the preceding years, and grading by years, modified by school progress and social interests, becomes more essential. There continues to be great need for department work, however, even though the proportion of time for classwork needs to be increased as compared with Primary and Beginner groups.

THE PROGRAM.—The program for Juniors on Sunday and through the week should include and provide for: (1) *Fellowship.* In this period will be introduced songs, drills, reports, recognition of achievement, and other elements which tend to create an atmosphere of good will, mental activity, and freedom from a static formality. (2) *Worship.* During this time there will be the use of hymns of a worshipful nature which have been learned at other times, such as during the pre-session period or through the week; prayers, a service of offering, devotional Scripture reading, and reciting the Creed, and at times certain well-selected stories; this period should not duplicate the worship service as conducted in the main auditorium of the church, but it should make possible a fuller and more intelligent participation in such a service and lead to a desire and eagerness to attend; this period affords the best time for creating a love for all the work of the Church which partakes of a devotional nature; if the Junior Church idea is introduced, this service may properly come at the same hour as the service in the main auditorium,

but so related to it that the pastor may at times conduct important parts of it such as the communion service, decision service, and the like. (3) *Instruction.* The period of instruction may be and should be generally divided into two sections, depending on the available time; a period of supervised study will include preparation of worship material, lesson material, and certain drill work; the lesson period will be devoted to recitation, pupil participation, and the development of projects. For a thoroughgoing program to include all of the foregoing elements in due and proper proportion, there is required from an hour and a half to two hours on Sunday and anywhere from one to four hours through the week. If there is a provision for the Sunday school hour, a Junior Church, Junior Missionary Society, Junior League, week-day religious instruction, and even other probable meetings, all of these properly related as to grouping and program, will give sufficient time and conserve the energies of the pupils and leaders alike. This kind of work necessitates rooms which are carefuly planned with these things in mind.

ROOMS.—(1) *Departmental.* A well-proportioned assembly room free from obstructions as to light and ventilation is needed for Juniors. Seven square feet for each person and approximately two hundred cubic feet of air for each, will be needed. A long, narrow room, even if it contain the required floor area, is undesirable. A rectangular room is to be preferred, the position of the superintendent or principal being on the narrow side away from entrances. One assembly room may be made to serve as many as two hundred Juniors, even if there are two departments; one department will



CORRIDOR TYPE CLASSROOMS WITH ASSEMBLY

Observe the following points: The classrooms vary in size; they are in proportion to the number of pupils to be accommodated in the assembly; every room has outside light.

make use of the assembly room while the other is in the classrooms; the same officers and leaders may serve both departments. If the number of pupils exceeds two hundred, it will be found advisable to have two assembly rooms and two sets of classrooms if undue congestion is to be avoided. In either case the question of department administration will determine the effectiveness of the use of the rooms and equipment. Plenty of light should be provided, and this will require that the rooms be well located; second or third floors are not objectionable if good stairs are provided. The convenience of workers with Juniors should not be overlooked, however, and a four-story or higher building introduces the perplexing problem of elevators; for this reason it is better to use more ground space, if possible, rather than extend the height above three stories; elevators are expensive to install and to maintain, but are being successfully used in such large buildings as those erected by the First Baptist Church, Dallas, and the First Baptist Church, Jacksonville, Fla. There are many leaders who insist that Juniors and all other groups above these years shall be placed very near to and accessible to the main church auditorium on the theory that they may be more easily induced to attend the services therein. It is not a matter of whether a group is located within fifteen feet or two hundred feet of the auditorium which will determine their attendance upon the services there; while as a matter of convenience the circulation should be good and the connections well arranged, such a question as this, in the view of the present study, is a matter of administration and correlation of program. If the work done in the depart-

ment ignores or undervalues the other parts of the services of the Church and *vice versa,* naturally there will be confusion of interests; there is more to this whole problem than mere contiguity of rooms. If the services in the main auditorium are planned so that the material used in the department is recognized to a certain extent at least, the pupils will find it possible to participate, and participation is a fundamental law of interest. Juniors are especially required to memorize great hymns, passages of Scripture, the Creed, and other materials, from which it should be possible for the minister to select for the auditorium service enough to secure and maintain their interest. *Furnishings.* The furnishings of the Junior assembly room should include good floor covering such as inlaid linoleum in plain tints; chairs seventeen and eighteen inches high; a piano; small tables or desks for the superintendent and the secretary; one or more cabinets for supplies; a built-in blackboard to one side of the room, this board to be finished in tan or green, harmonizing with the wood work. A coat and hat room is desirable. No built-in platform should be provided in this assembly room. Several pictures should belong to the department and displayed from time to time, such as: The Sower, Head of Christ, David Livingstone, George Washington.

(2) *Classrooms.* Classrooms for Juniors are a necessity if the best work is to be done, provided of course that the department group is of a rather large number, say exceeding forty. The rooms should vary somewhat in size, and in every case it is preferable that they should not be built around or open directly into

the assembly space. Rooms should not be of the all-too-familiar "stall" type, but rather hinged doors and plastered walls should characterize them. Generally Junior groups have been from eight to ten in number for classwork, but there is a decided tendency now to increase the size of these rooms so as to provide for twelve to fifteen pupils, allowing eight square feet per person; the feeling appears to be increasing that a teacher capable of leading eight to ten Juniors successfully under conditions which have obtained in the past can just as easily lead a larger group under better conditions. Then, too, the development of week-day religious education is adding to the belief that the groups can do better work when larger than they have been. The windows in the classrooms will need to be of clear glass and the window sills from three to four feet from the floor. Draperies will attract favorable attention and serve to soften bright lights. The entrance to each classroom should be away from the position of the teacher so that any late comers will be at the rear of the room rather than at the front. A small built-in blackboard will serve a great need in each classroom, these boards being about three feet square. Class tables or chairs with arm writing supports are essential to the best work.

OTHER ROOMS.—In connection with this department provision for additional rooms is desirable, these to include map work rooms, for geography and history; play rooms for recreation; coat rooms.

MULTIPLE USE OF ROOMS.—All Junior assembly and classrooms ought to be tested fully as to their hour loads so that waste space and unnecessary arrangements

shall not be provided. The assembly room will be used for the worship and perhaps fellowship periods on Sunday, although the play room, if large enough, may be used for the fellowship period, leaving the department assembly room exclusively for worship services. The Junior Church hour may properly be held in the assembly room. The classroom will naturally come in for much use through the week if week-day religious work, vacation schools, and other class periods are conducted. Small class parties and socials may be held in the classrooms. In large schools separate toilet facilities will be required for each department; in smaller organizations the pupils of one or more departments may utilize the same toilet facilities.

SCHEDULE OF CAPACITIES.—The following schedule of capacities will be suggestive as to the number of department and classrooms required with the total floor area needed; if the platoon system is used for organizations with two Junior departments, allowance must be made for this, in some instances reducing the number of rooms indicated.

Size of School	No. Junior Pupils	Square Feet Needed	No. Assembly Rooms	No. Classrooms
400	40	600	1	4–5
600	60	900	1	6–7
800	80	1,200	1	8–10
1,000	100	1,500	1	10–12
1,200	120	1,800	1	12–14
1,400	140	2,100	1	12–16
1,600	160	2,400	2	16–20
1,800	180	2,700	2	18–20
2,000	200	3,000	2	20–22
2,600	260	3,900	2–3	26–30

JUNIOR DEPARTMENT ROOM OF INCLOSED TYPE

The above Junior Room has class rooms on three sides, making necessary indirect light and ventilation; the doors are left open when the assembly is in use; pupils face the entrances, which is not an ideal arrangement. All doors are hinged and close tightly; transoms give additional ventilation to the assembly when needed; the glass windows are opaque. Each class room is fitted with individual blackboards and with chairs and tables of a proper size.

JUNIOR CLASS ROOM

The above class room is one of those opening into the assembly shown in the preceding illustration. Observe the size and shape of the table and chairs: the built-in blackboards and tackboards on each side; the illustration shows ten chairs not including that of the teacher; while no window appears in the illustration, one large window has been provided. The entrance to the room is away from the pupils, permitting the teacher to see any one coming in, but reducing the confusion to a minimum.

REFERENCES FOR FURTHER READING

"Training Juniors in Worship." Mary Alice Jones.

"Worship Training for Juniors." Baldwin.

"Curriculum of Worship for the Junior Church," I, II, III. Crandall.

"Junior Method in the Church School." Powell.

'A Study of the Junior Child." Whitley.

"The Project Method in Religious Education." Shaver.

"The Junior: Life Situations of Children Nine to Eleven Years of Age." Chave.

CHAPTER TEN

PROVIDING FOR THE AGE GROUPS—EARLY ADOLESCENCE

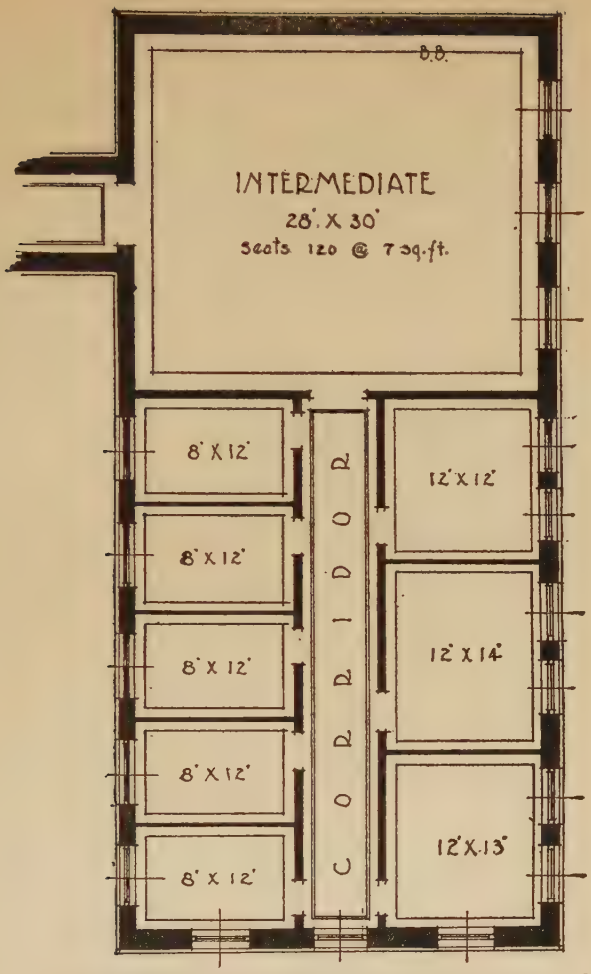
The Pupil.—(*a*) *Ages.* The years twelve, thirteen, and fourteen are recognized by most leaders in the Church work to-day as marking the period of Early Adolescence, the beginning of puberty. Here and there are those who prefer to leave the twelve-year-old pupil in the Junior group, forming a four-year unit there, and combining early and middle adolescence into one group, thirteen to seventeen years, inclusive; this sometimes proves to be a good arrangement for very small schools, but it is not advisable for large organizations. There are marked differences between the period of later childhood and that of the early adolescent. (*b*) *Designation.* The early adolescent period is commonly termed Intermediate; some prefer to give it the public school term, Junior High School Age. Once more let it be emphasized that we are thinking of pupils of these years as members of the entire Church life rather than of one organization, and the rooms as they are to be described in this chapter have in mind all the organizations of the local Church. We are thinking, therefore, of the Intermediate or Junior High School Department of the Church whether it is found in the League, Sunday school, Missionary Society, or other organizations. (*c*) *Needs.* One of the first and most important needs connected with this age is that the Church itself shall

properly correlate the work it is doing for them. Clubs for boys and for girls, Scout organizations, and other groups must be reckoned with and considered as a part of the complete program. Pupils of these years need opportunity for much initiative, activity, and self-direction with adult counseling and help. This is a period of unusually rapid physical growth and brings with it a demand for equipment for play and recreation as well as the things more generally provided for and looked upon as religious. If an Intermediate is not religious in his physical life, he is not likely to be religious at all. The physical dominates in his thinking.

The Program.—The program for Intermediates will have in mind the various needs of these years as related to the life of the Church. Whether it is study, recitation, project, recreation, service, worship, fellowship, or what not, the life must be viewed as a whole and not piecemeal and in unrelated units. These years usually witness a very decided religious awakening, although this sometimes occurs in the later Junior years or may be delayed into middle adolescence. These boys and girls with their pronounced physical changes and awkwardness need to be thought of not as adults on the one hand nor as mere children on the other. The equipment must have in mind much diversity of individuals and of groups; to conceive of them as sitting in rigid rows as adults, is to hamper them and increase any tendency to self-consciousness; while to give them arrangements smacking of small children is to offend their growing consciousness of life. The department organization continues to be the unit for worship, fellowship, and business, but the class becomes in this de-

partment a very definite unit with more distinct lines than in any of the preceding groups. Class organization with pupil officers takes its proper place with the beginning of this period. In addition to the department program on Sunday and through the week, there will be class programs. Any and all activities will be related to the department as a whole; and where the class can be made to serve as units for Scout work and other organizations, this is extremely desirable. As far as practicable the leadership should be identical; for instance, if the Scout leader is also the class teacher, there is not likely to be a division of interest or of loyalty. Sexes should be separated in this department for instruction as well as for recreation, but there are many times when the sexes should be associated together; the department organization and work provide this desirable contact.

ROOMS.—(1) *Department:* (*a*) *Size, Shape, and Arrangement.* The assembly room should provide for seven square feet per person; the window space should be equivalent to one-fourth of the floor area; the ceiling height should be sufficient when combined with the windows and floors to provide two hundred cubic feet of air space for each person. For example, a room made to accommodate forty Intermediates should have two hundred and eighty square feet of floor space, a ceiling ten feet high, and three windows approximately four feet wide and six feet high. In other words, an assembly room fourteen by twenty feet with three windows and a ten-foot ceiling would provide adequately for the Intermediates. The classroom space will be over and above this assembly space providing for three



INTERMEDIATE DEPARTMENT FLOOR PLAN

Where practicable this kind of arrangement is desirable. The classes vary in size, five of them accommodating twelve each; one cares for eighteen; another for twenty-one; and one for twenty. While these numbers are larger than are ordinarily found, they indicate the tendency toward large classes where teaching conditions are ideal. The room space is in proportion to the assembly space, accommodating 120 at eight square feet while the assembly serves the same number at seven square feet. (Drawing from a sketch by the author.)

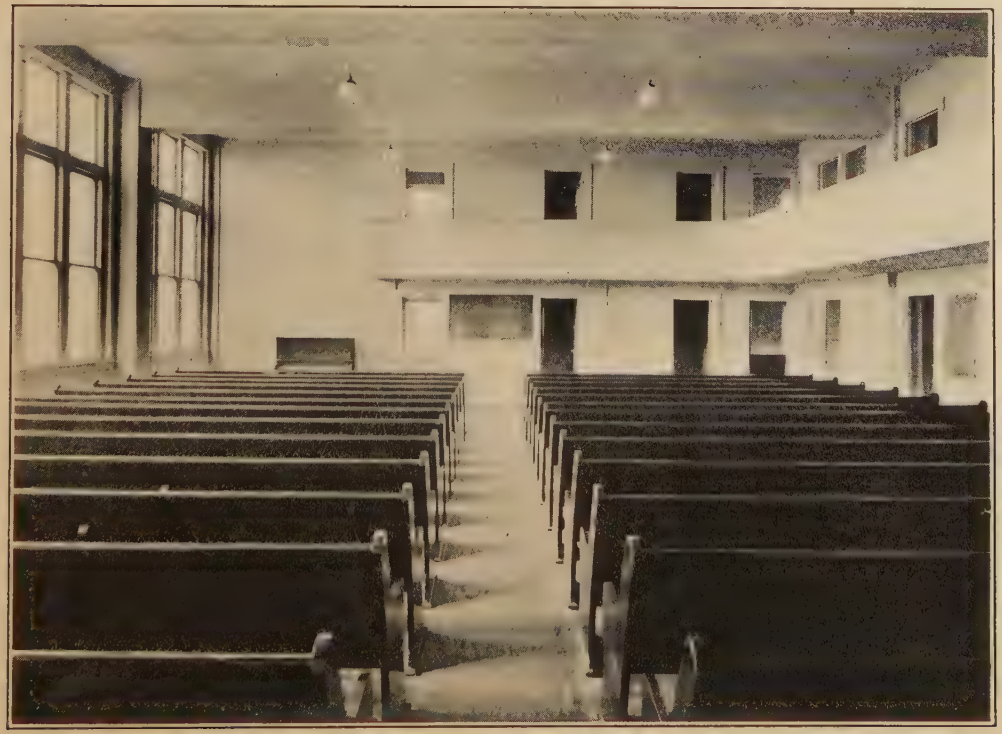
hundred and twenty square feet, which is eight square feet for each of the forty pupils, in addition to the seven each in the assembly. The number of assembly rooms needed will be based on the above proportions. One assembly room will ordinarily be sufficient for a department of two hunderd members, although it is possible to have two good departments of one hundred members each; in such a case the platoon system may be used, one group being in the assembly while the other is in the class work. The program of fellowship and worship will just about equal the length of time devoted to instruction. The period of fellowship will require from fifteen to twenty minutes, and the period of worship about the same, making a total of thirty-five minutes; the period of instruction will continue for thirty-five minutes, so the two departments may readily alternate in the use of the rooms and equipment; the same staff of leaders may serve both groups. When the number of Intermediates approaches or exceeds two hundred it is wise to consider having two entirely separate departments with full equipment and staffs for each.

(*b*) *Location.* The location of the assembly room may be on any floor which is accessible without too much physical strain; some leaders to-day feel that the period of adolescence makes it desirable that the rooms for these pupils should be located not higher than the second floor. The rooms should be near to the middle adolescent group known as Seniors. If a second-story room is used and the building is connected with the main auditorium unit, it is desirable that there shall be an opening directly from the second floor into the balcony of the church. The auditorium service is of a distinc-

tive character and Intermediates should be led to see this distinction and encouraged to attend. The project method of teaching will serve to give emphasis to this. However, the location in the building with the thought of securing desirable conditions as to light, air, and attractiveness is more important than mere nearness to the main auditorium. As stated in the preceding chapter, the program in each place is more of a determining factor than the place. (*c*) *Furnishings.* The furnishings in this room need to be selected with the idea that the work is to be carried on unhampered. Chairs of a comfortable type, practically the same as adult size, are to be preferred, although pews have been successfully used in cases where the assembly room is reserved strictly for the worship service. If the floors are not covered with linoleum, as they should be, the chairs should be supplied with rubber tips and free from the floor and not tied together. The chairs in the assembly do not need to have arm rests, in this particular being different from those in the classrooms. A piano harmonizing with the woodwork is needed. The president of the department, usually a student, as well as the adult leader or supervisor, will require a table or desk; the secretary will also need a table or desk for his work. A well-built cabinet or bookcase is necessary for storing the department supplies. A receptacle built into the wall and opening both into the assembly room and the adjoining corridor will serve a good purpose for placing the reports and other materials so that they may be secured without entering the room. Cloakroom facilities in the wide corridor or a separate room make it possible to avoid throwing coats and hats on

chairs, tables, and other places in the assembly. Draperies, which the pupils will assist in selecting, will do much to create a desirable appearance. Pictures may be selected from such subjects as the following: The Man with the Hoe; The Last Supper; Breaking Home Ties; Frieze of the Prophets; Christ and the Rich Young Ruler; Mona Lisa; The Angelus; Moses. (*d*) *Walls, Floors, and Entrances.* The color scheme of the room will determine the color of the walls; care must be taken to avoid glaring or bizarre colors; tans, grays, buffs, or greens should prevail. The acoustics of the room will need to be looked after in the construction; celotex or other good material may be used overhead or on the walls to good advantage. Entrances must be to the rear or side of the space provided for the leaders of the department. (*e*) *Shape.* The room should be proportioned about as three is to four or as four is to six, the low platform of the superintendent being placed on the narrow side of the room away from entrances.

(2) *Classrooms:* (*a*) *Number and Size.* The minimum size of Intermediate classrooms is eight by ten feet and even this is smaller than is most desirable. Classes will vary in size from ten to twenty, therefore the rooms should contain from eighty to one hundred and sixty square feet each, allowing eight square feet for each person; this will also afford sufficient space for chairs with arm rests or for chairs and tables. There is a marked tendency, and we think for the better, to make Intermediate class groups larger than formerly when conditions were less favorable for handling the class. For an Intermediate Department of one hunderd members, there should be from eight to ten rooms for class



INTERMEDIATE DEPARTMENT AND CLASS ROOMS

work, the total of classroom space being equivalent to eight hundred square feet; this space with the seven hundred square feet in the assembly room would provide a total of fifteen hundred square feet for one hundred pupils. One classroom for boys and one for girls of each of the three years in the department will be required as a minimum; at least one each of these rooms may be made larger than the others so that Boy Scouts and Girl Scouts may use them for their special activities. Generally it is best to have these particular rooms near the ground floor and easy of access without having to go through all the building to reach them; if this is planned for, it will be desirable to have these as extra rooms, since they are likely to be rather far removed from the assembly room. (*b*) *Furnishings.* Sufficient wall space should be available in the classrooms to display maps, charts, and special reports; a good quality of blackboard finished in green or tan, with dust racks below the board, is needed in each classroom. The ceilings in these rooms may be lower than in the assembly. There should be at least one full-size window in each room.

Other Rooms.—Reference has just been made to the need for other rooms for Scout and Club work. There should be available at least one room ten by twelve feet in which handwork may be displayed; this may be the geography room in which will be stored in suitable cases examples of work done, things made, maps drawn, and the like. The room indicated for Scouts may be used as an Intermediate play and recreation room. This will not call for full gymnasium equipment; it may also serve as a workroom in which pupils

may make things which call for tools such as hammers, saws, and squares. This will be found especially desirable in those Churches which undertake institutional work.

MULTIPLE USE OF ROOMS.—The rooms for Intermediates may be made to serve many purposes on Sunday and through the week. No classroom should be so interchangeably used that it prevents a class from arranging it in such a manner that they take a personal interest in it. It is possible to have a room large enough to be used as a Scout room, playroom, and perhaps as a fellowship hall; this should not be the assembly room, it being important that the assembly be as much of a chapel as possible. Certainly the rooms will serve all pupils twelve, thirteen, and fourteen years of age through the week as well as on Sunday; Leagues, clubs, societies, week-day religious work, vacation schools, and any other related work will constitute a complete program of the Church for Intermediates.

SOME FLOOR PLANS AND INTERIOR VIEWS.—Herewith are shown several floor plans and interior views illustrating some arrangements which have been used for Intermediate assembly and classrooms. A careful study of these will show that there is a good deal of latitude permitted in providing for this age group. Perhaps the best arrangement yet tested out is that of the corridor classroom plan, this permitting a variation in the size of the rooms, providing for ample light and ventilation, and at the same time preserving the beauty of the assembly room by not having it closed in by classrooms of any sort. In case the plan is used of having built-in classrooms about the assembly, it is

imperative that full protection be given the assembly by means of transoms, hinged doors, and other secondary means of light. If the classrooms are not within the assembly, they permit more elasticity; and when the department is not so large as provided for, other departments which may at the time be oversize, may make use of such detached rooms. Some leaders feel that classrooms should in every case be very close, if not actually within the assembly. This again is a matter of department and class administration. Certainly any principle which tends to magnify undue restraint being placed on the group is wrong; growth comes by direction and suggestion rather than merely by making pupils conform through force to adult ideas and plans.

SCHEDULE OF ROOMS.—The following schedule will indicate the number of pupils normally found in organizations with the capacities noted. It is for these capacities that a minimum of provision should be made, rather than being based on the condition actually existing in the local Church. We have frequently contributed to the loss experienced in these years by our failure to provide adequately for them. We must proceed on the assumption, and with the faith we expect our pupils to develop, that we are going to hold all the pupils as they come into this group. If the suggestion is followed as to forming two Intermediate Departments when the attendance reaches approximately two hundred, the number of classrooms indicated below may be somewhat reduced in larger schools.

Size of School	No. of Intermediates	Square Feet Required	Assembly Rooms	Classrooms
400	40	600	1	3–6
600	60	900	1	4–8
800	80	1,200	1	6–10
1,000	100	1,500	1	9–12
1,200	120	1,800	1	10–12
1,400	140	2,100	1	12–14
1,600	160	2,400	1	12–20
1,800	180	2,700	1–2	15–20
2,000	200	3,000	1–2	18–24
2,600	260	3,900	1–3	20–27

REFERENCES FOR FURTHER READING

"Organization and Administration of the Intermediate Department." Hugh H. Harris.

"Intermediate Method in the Church School." McKibben.

"Teaching Adolescents in the Church School." Shaver.

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"The Church School." Athearn.

Material issued in pamphlet form by denominational boards.

CHAPTER ELEVEN

PROVIDING FOR THE AGE GROUPS—MIDDLE ADOLESCENCE

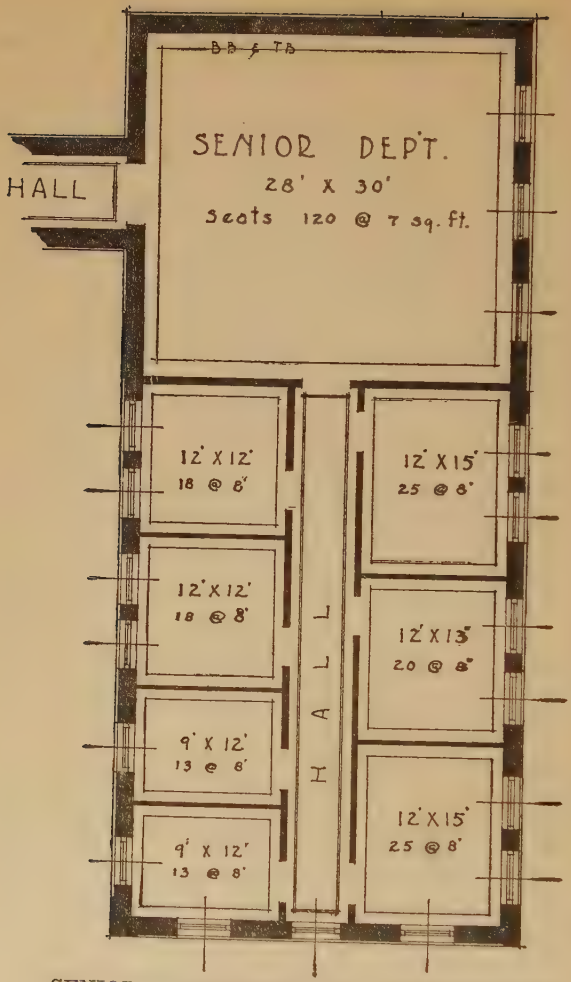
THE PUPIL.—(*a*) *Ages.* Pupils of the Middle Adolescent period are fifteen, sixteen, and seventeen years of age. There is a tendency on the part of some to rather slur over or minimize these particular ages, at times combining them with the preceding group and sometimes with the older group following. The ages constitute a well-defined period and should be recognized as such in every well-organized Church. (*b*) *Designation.* The name in common use for this group is Senior, but this gives evidence of probable change within the next few years to something more accurately describing them, such as High School Department. Such a name is suggestive of the fact that the greater part of their experience is found within the Senior High School Department of the public school. Dr. Henry F. Cope, in his book, "Organizing the Church School," issued in 1923 shortly before his death, said: "The second period of adolescence covers the most critical years, those in which the greater number drift out of the Church school, and the years for which relatively little provision is made. They are years of the assertion of the freedom of youth, years of experimentation, of the desire to 'get out and see life,' when traditions seem burdensome—and yet they are years when conventions of youth's own class or group seem to have

greatest power of constraint. The differences between this group and those in the preceding grades are so great that the same plans of organization cannot be expected to be suitable."

THE PROGRAM.—Arrangements must be made for these Seniors so that they may assume a much greater part in the planning and conduct of their affairs than in younger groups. The program will contain the usual elements such as fellowship, recreation, worship, instruction, and service projects; but the pupils are much more advanced in their appreciation of these things than are the Intermediates; and except in very small schools they should have their own separate departments. The program will have in mind, when properly arranged, all pupils of the entire Church constituency coming within the range indicated. They must be viewed as a whole, and equipment provided accordingly. They are in a period in which a second religious crisis, usually affecting their future attitude toward their life work, may be expected. The peak of conversion in the life of the Church is likely to be found within this time; the greatest losses have also been found here. A piecemeal program, patched together by this organization and that, and none of them seeing life as a whole, has contributed no little to this latter result; in other words, we have witnessed the more whole-hearted allegiance of the few and the loss of loyalty by the many. The program calls for a well-balanced procedure in which these boys and girls themselves have a large part in making and developing. It is a time for adult leaders to decrease in order that the boys and girls may increase. Sunday and weekday activities will be so related that whether engaged

in social and recreational life or in a worship and instruction service, they will think of what they are doing as a part of their complete religious experience and life. The department program will provide for a desirable companionship between the sexes; there will at times be classes of these years also mixed as to sex, although the general rule will follow that of sex separation, so that class groups may engage in their recreation and certain studies peculiar to their own interests and needs. It is natural that many of the class meetings for social purposes will be held jointly by two or more of these classes. Activities of any of these boys and girls in Scout, League, Endeavor, or clubs will be viewed as a part of the whole department program, the adult leadership being the same in all of these. As an example, the devotional meeting of the Epworth League will be properly related to the same sort of period held within the Senior Department of the Sunday school. The activities of the Scout group will be tied up very intimately with the work of the class as it engages in a study or instruction period. All the program will have in mind the work and services as a whole. The service of worship in the main auditorium will not be overlooked as a part of this department program, all elements combining to make an impact on the life of these Seniors.

ROOMS.—(1) *Department:* (*a*) *Floor Area and General Arrangements.* The Seniors will, as other departments already discussed, require an assembly room worked out on the basis of seven square feet for each person. Conditions of light, air, acoustics, and color schemes should be fully met. A department of seventy-five Sen-



SENIOR DEPARTMENT OF CORRIDOR TYPE

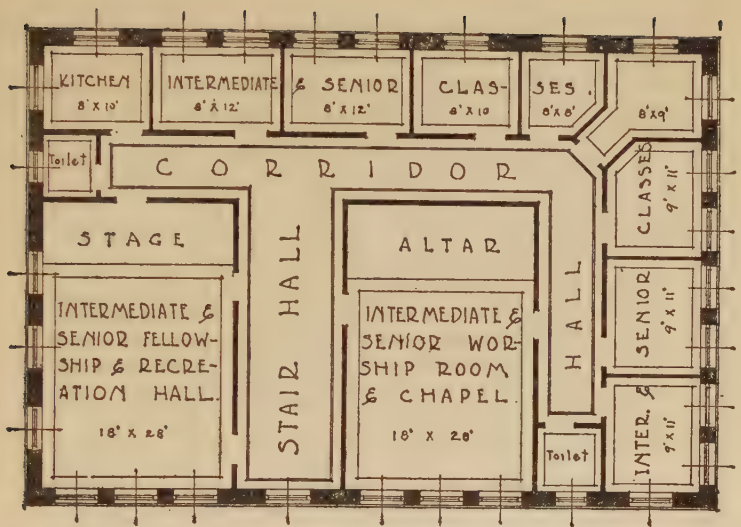
This drawing by the author illustrates an arrangement which embraces many features recommended by leaders of religious education. Note the following: Classrooms provide for large numbers than in preceeding age groups varying from thirteen to twenty-five. No clessroom opens into the assembly but all open on a corridor leading directly to the assembly. The assembly room follows the uni-lateral form of direct lighting used so largely in public schools.

SENIOR DEPARTMENT ASSEMBLY AND CLASS ROOMS

The above photograph shows a room which while pleasing in many respects is faulty in certain important particulars. The entrances are directly in front of the assembly.

iors will require a floor space equal to seventy-five times seven, making a total of five hundred and twenty-five square feet. The classes will contain for the same number seventy-five times eight, making a total of six hundred square feet. The total provision will therefore be eleven hundred and twenty-five square feet for assembly and classrooms combined. The windows should total twenty-five per cent of the floor area in order to give the necessary two hundred cubic feet of air space for each individual. The entrances must always be arranged so that visitors or late comers will not interfere by coming in at the front of the room. In large assembly rooms two entrances are needed and they are required by city fire codes, but one of these may be made to open outwardly only and therefore not be available for persons entering the room. The floors should have inlaid linoleum wherever possible; lacking this, wood finished in natural colors may be used, the chairs having rubber tips to reduce noise when being moved about. Studded and plastered walls or other treatment looking to sound-proof arrangements should be provided. Wherever possible it is better to have department rooms separated by corridors. The shape of the assembly room should follow the suggestions already offered for other rooms—namely, somewhat oblong, but not out of proportion more than three is to four or four is to six. A low platform, about eight inches high, will be found to be desirable in this assembly room. (*b*) *Location.* The Senior Department will naturally be grouped near the other adolescent groups, but not connected with them in any way. If the building has more than two stories, the Seniors may be lo-

cated on any one of these; however, what was said with regard to the physical strain in the Intermediate years also applies to a lesser degree here. Rooms more than three floors up make elevators desirable; some have used four floors without elevators with seeming success. (*c*) *Furnishings.* The furnishings will be selected largely by the Seniors themselves, acting in consultation with their adult counselors. No picture, chair, desk, or table should be autocratically placed within the department; interest will be heightened in proportion to the part the pupils have in their selection. They will need guidance and help in determining these things as well as in choosing draperies, a piano, songbooks, and other equipment; but it should be guidance rather than dictation. One or more blackboards approximately three by four feet will be needed in the department; provision for covering them when not in use may be made by means of neat draperies or a window shade; boards of green or tan finish placed to one side of the department leader should be given preference over those of black surface. Chairs of a neat but good type may be used in the assembly, these being without arm rests unless the same chairs are to be used in the classrooms in which case the chairs should have arm rests, being of the Moulthrop type. Desk or tables for department leaders are required. Cabinets or bookcases for storing supplies are essential. Pictures from which selections may be made are recommended as follows: The Man with the Hoe, Moses, Mona Lisa, Sir Galahad, Christ and the Rich Young Ruler, The Angelus, Frieze of the Prophets, The Last Supper. The placing of pennants, mottoes, banners, and similar things should be discouraged, these



ALTERNATE PLAN FOR INTERMEDIATE AND SENIOR GROUPS

This arrangement is in keeping with the suggestion of the author as to a fellowship hall and a worship room to be used alternately by the Intermediates and Seniors. The fellowship hall is considered frankly as a social gathering place adapted to small entertainments; the worship room is thought of as a chapel, to be finished and furnished in the most churchly manner possible. The classrooms vary in size and should be used interchangeably by the two groups.

being placed in class or fellowship rooms when used at all.

(2) *Classrooms:* (*a*) *Size and Number.* Senior or High School classrooms should be larger than those indicated for any of the preceding groups as discussed in earlier chapters. The minimum size room in this department should be ten by twelve feet, accommodating fifteen pupils. Some rooms will be as large as twelve by fourteen feet, accommodating twenty to twenty-two Seniors when grouped about tables. The number of rooms will vary with the number to be provided for in the department; a department of one hundred Seniors will need from nine to twelve classrooms. (*c*) *Location.* The classroom should be convenient to the assembly, but it is not ideal to have them opening into the room itself; the arrangement of rooms opening on a corridor is to be preferred here as well as elsewhere. (*c*) *Shape.* The shape of classrooms as large as those recommended for Seniors should preserve a good proportion, being careful not to make them long and narrow; long narrow rooms tend to make the problem of the leader more difficult and at the same time they are less attractive and contribute to a waste of space; the usefulness of the blackboard is also affected unfavorably. As classrooms tend to become larger, increasing care must be used to see that acoustical conditions are good. Hard surfaces, such as ordinary plastered walls, and bare floors, especially those of concrete, contribute to poor acoustics. (*d*) *Furnishings.* Blackboards about three feet square should be provided for each classroom, somewhat to one side of the leader's position. Class tables and chairs of full adult size are needed in

these rooms. The rectangular table will serve well as a basis for grouping the class in a more or less informal manner, but a small desk or table for the leaders is all that is essential to the work in classes of this department. The time spent in the classrooms on Sunday and through the week justifies those who insist that the room be well-equipped and tastefully arranged. The class members themselves should be enlisted in securing the furnishings and given great liberty in selecting everything to be placed in the rooms; this applies even more to these classrooms than to the department furnishings referred to in a preceding paragraph. The classroom should be looked upon as the special place belonging to the members for a period of time extending from one year to three years.

OTHER ROOMS.—Either in connection with the department classrooms or elsewhere in the building there will be needed rooms lending themselves to the uses of recreation, play, and social activities of Seniors. It is desirable that at least some of the classrooms be constructed with these things in mind. Social meetings of the classes and the department as a whole may be held in these rooms, and this makes it necessary that in a large building a kitchenette shall be provided.

MULTIPLE USE OF ROOMS.—Leagues, Endeavor Societies, Young People's Unions, Mission Study Bands, Scouts, and the Sunday school should all be kept in mind in arranging the rooms for boys and girls of the Church who are fifteen, sixteen, and seventeen years of age. While the present tendency of week-day religious education appears not to include Seniors, the rooms should be arranged for such a contingency, being large

enough to accommodate larger groups under fewer leaders than would ordinarily be found on Sunday.

SOME FLOOR PLANS.—The illustrations shown herewith indicate several arrangements for the Senior Department assembly and classrooms. The built-in classrooms about the assembly are not desirable if it is possible to provide floor space otherwise. The corridor type classroom is very fine and is coming into use more and more. The mezzanine floor arrangement of classes is satisfactory, but caution should be exercised in fixing upon ceiling heights in such cases. It should be remembered that Seniors have attained most of their growth in height, and ceilings eight feet high are likely to be too low for them, as to light and ventilation and general impression.

SCHEDULE OF CAPACITIES.—Reckoning that ten per cent of the entire number to be provided for will be found within the Senior Department, the following schedule may be found suggestive as to the rooms needed and as the floor area required.

Size of School	No. of Seniors	Square Feet Needed	Assembly Rooms	Class-rooms
400	40	600	1	3–6
600	60	900	1	4–8
800	80	1,200	1	6–10
1,000	100	1,500	1	9–12
1,200	120	1,800	1	10–12
1,400	140	2,100	1	12–14
1,600	160	2,400	1	14–20
1,800	180	2,700	1	16–22
2,000	200	3,000	1–2	18–24
2,600	260	3,900	1–2	20–27

REFERENCES FOR FURTHER READING

"Organizing the Church School." Cope.
"The Psychology of Middle Adolescence." Moxcey.
"Leaders of Youth." Harris.
"Teaching the Youth of the Church." Maus.
"Recreational Leadership for the Church and Community." Powell.
"Community Forces for Religious Education." Fiske.
"How to Teach Seniors." Shaver.

CHAPTER TWELVE

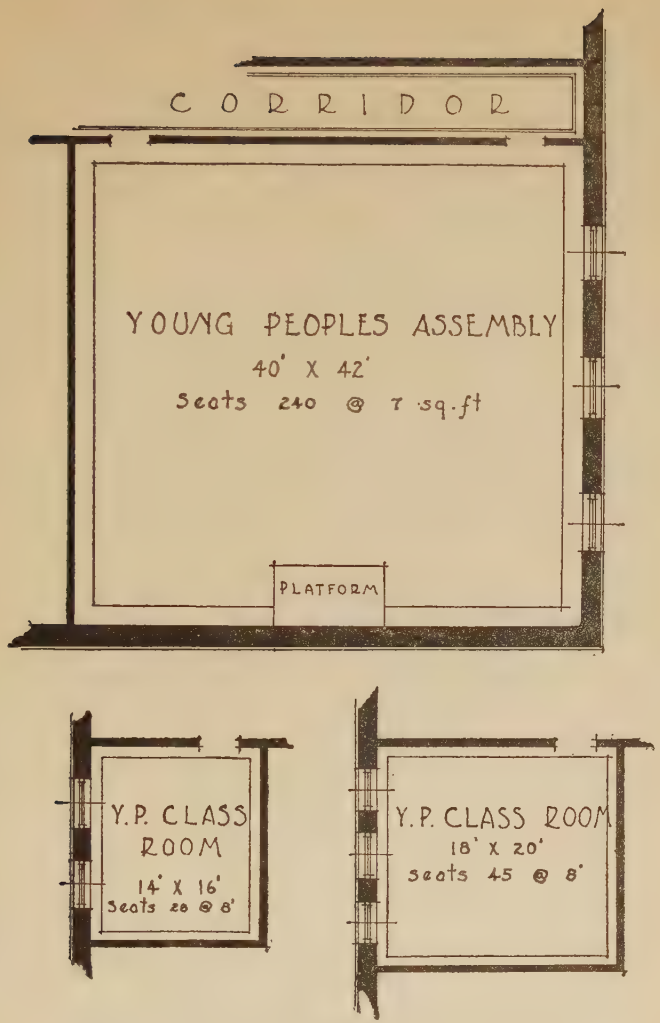
PROVIDING FOR THE AGE GROUPS—LATER ADOLESCENCE

THE PUPILS.—(*a*) *Ages.* It is commonly agreed that the period of adolescence closes approximately at the twenty-third year, and this therefore marks the closing of what is termed youth, this being a six-year period beginning with the eighteenth year. Of course no one contends or suggests that these periods, any of them, follow rigidly the calendar year, but they do give a satisfactory basis upon which the organization may be built. Always the question of individual differences must be taken into account in thinking of such matters as occupation, social influences, school and college grouping, home conditions, and general circumstances. (*b*) *Designation.* Persons in the later period of adolescence are now commonly spoken of as Young People, and in this study we have in mind all the young people of the Church, whether found in the Sunday school, Epworth League, Endeavor Society, Club, Missionary Society, or elsewhere. The question to be determined in providing equipment is based on the needs of the whole life from the standpoint of the local Church. (*c*) *Needs.* Young people need every influence and assistance possible to aid them in selecting a life work, looking to homes of their own, settling questions which are ever present with them from an intellectual as well as a more strictly classed spiritual viewpoint. They need large op-

portunity for assuming direction of their own programs, taking on enlarged responsibilities, engaging in specialized training, and finding their social life within the Church. Adult supervision is reduced to a minimum, adults identified with this group serving as advisers rather than as visible leaders. These persons now face problems and they need to do this; the more practice and experience they have in dealing with policies and details of Church life, the better they will be equipped to take over the affairs of the local Church when the older generation hands the reins over to them.

THE PROGRAM.—The Young People's program in the local Church will have in mind all that is now contemplated for them by the various organizations including instruction, worship, evangelism, service, social and recreational activities, and administration. All of these elements will enter more or less into the department and class work, although some will find a relatively larger place at these times than others. Practice and participation in worship and administration will be found in the department group as a whole, while instruction, evangelism, and service will have a larger place with the class group. The social and recreational activities will be found in both and to an equal degree. The making of plans for young people should be subject to the approval of the general committee or council as in other departments of the Church, but much more freedom must be given these young people than the younger groups. Initiative, self-determination, choice of leaders, and other elements involving the integrity of the group must be provided for and recognized. The time available for work and meetings when taken as a whole will determine the

program as it is to be enterprised and carried forward by the Sunday school, the young people's society or club, and other existing or potential organizations. Unnecessary duplication as to activities, organization, and equipment must be avoided. If the group can best carry on their worship services as a young people's society such as Christian Endeavor, Union, or League, the time devoted to this phase of the program should be reduced to a minimum at the Sunday school hour. If instruction can be given to the best advantage at the Sunday school period, this will reduce the time given to such work by the group when meeting as a club or society. If all that needs to be studied concerning missions can be done by the League or the Sunday school, a separate missionary organization is not at all essential. If a department room can be used for social gatherings, there will be no need for another room devoted to this purpose. If the classrooms will serve for club and society meetings, they should be expected to take care of these and bear the load rather than make necessary other rooms. The program for both department and classes will bear in mind the need for social life for both sexes independently and together. Class organization will not follow lines of sex division except when it is desirable to make a group for special studies of peculiar interest to a group as men or as women. All plans will need to be carefully made so as to meet the needs of the whole life and so as to tie up most closely with all else that is being done by the Church as a whole. The auditorium service must not be overlooked as a vital and integral part of the program for young people. Efforts to induce class discussion should be made in



FLOOR PLAN SHOWING YOUNG PEOPLE'S ROOMS

The above drawing by the author illustrates a well-shaped assembly room and proper location of the superintendent's platform; the uni-lateral lighting plan is used. The classrsooms are shown detached from the assembly; these may be on a corridor near by but should not open into the assembly room. The rooms should lend themselves to definite class organizations desiring to equip them with special furnishings; they should vary in size.

order to avoid every appearance of "another sermon." Special study groups formed from those who are potentially teachers, superintendents, Scout or Camp Fire leaders, deacons, stewards or elders, should be provided for, both as to time and equipment.

ROOMS.—(1) *Department:* (*a*) *Number and Size.* One department room is all that will be needed for young people. This room should provide for not less than seven square feet for each person, with two hundred cubic feet of air for each; the window space should be equivalent to one-fourth of the floor area. Normally about twenty to twenty-four per cent of the total enrollment of the Church may be expected to be found in the young people's group. In college communities this percentage is usually larger, and special provision must be made to meet such a condition. In an organization of eight hundred a normal department will number one hundred and sixty. It frequently happens that the assembly room for this group is the logical place as to location and size for the social hall of the church; in this case the room must be larger than the group itself would require so that ten square feet per person may be allowed, thereby taking care of them when seated about tables. This subject is dealt with more fully in a later chapter. This assembly room will serve more different purposes, perhaps, than any other large room in the entire building; care should be exercised to make of it a place as attractive as these circumstances will permit. The shape of the room should be rectangular with a platform or stage on the narrow side. (*b*) *Location.* The assembly room may be in any part of the building without regard to other depart-

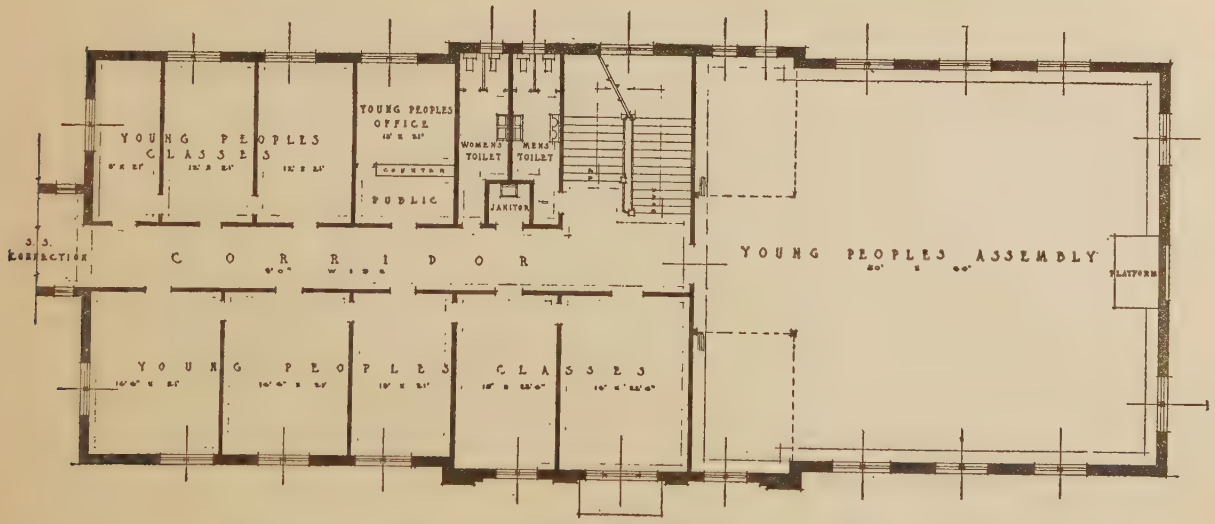
ments, but any classroom provided for use in connection therewith should be near by. If the room is to serve for other purposes, it is best not to have it above a third story, and preferably even nearer the ground; a ground floor, if not more than two feet below grade level, will serve satisfactorily. (*c*) *Entrances, Walls, and Floors.* Entrances should be at the rear of the room; when more than one entrance is required for other purposes, the administration of the program will be expected to protect the group from late comers entering the front of the room. The walls should be treated for acoustical effects and finished in tints which are pleasing, not glaring and not dark. The floors should be covered if made of concrete, using either board or inlaid linoleum. The ceiling should not exceed eleven feet in height unless the room is used as a gymnasium or play room. Celotex or other good material will assist in making the walls and ceiling attractive and at the same time acoustically good.

(2) *Classsrooms.* Classrooms for young people should contain from seven to eight square feet for each person. The number of members to be found in each class will vary greatly, ranging all the way from ten to perhaps fifty or more. Groups larger than fifty are sometimes found in existence, and special provision may have to be made in such instances, but a thorough organization will possibly make it desirable to follow the smaller number to the class. A department of one hundred young people should have four or five classsrooms as a minimum. The location of these classes should be close to the assembly, but preferably not opening into it. It is advisable to follow straight lines in planning

the walls; hinged doors afford a necessary quiet and privacy. The ceilings should not exceed ten feet and even lower ones will be satisfactory if not lower than nine feet. Rooms should be free from visible supporting columns and other interferences. Folding doors and other devices not sound proof should not be used. Thoroughly sound-proof partitions, such as are sometimes used in business offices, may be introduced, since these permit a rather easy and effective change of wall limits when needed. The classroom furnishings will include blackboards, chairs with arm boards, suitable floor coverings, cabinet for supplies, and in large rooms a piano. In fact it is desirable that any unusually large classrooms should be equipped very much the same as the assembly room. Care as to entrances, walls, windows, and sight lines needs to be used for each room. The young people should be depended upon to make their rooms beautiful; while they will need some financial assistance and much encouragement from older persons, they will wish to take the initiative in developing their rooms into places of charm and attractiveness.

OTHER ROOMS.—A full provision for young people will include rooms which they may use as parlors, libraries, reading and writing rooms, training work headquarters, and other phases of life. Kitchenettes should adjoin the assembly unless it is near the main kitchen.

MULTIPLE USE OF ROOMS.—As already indicated the rooms provided for young people will serve many purposes for other groups as well as for their Sunday meetings. Leagues, societies, and clubs will have their part in determining the size, location, and general arrangement of the assembly and classrooms.



FLOOR PLAN FOR YOUNG PEOPLE'S ASSEMBLY AND CLASSROOMS

This floor plan is shown by courtesy of R. H. Hunt Company, architects for the First Methodist Church, Denton, Tex. The assembly and classrooms are in excellent proportion, the classrooms being detached and lending themselves to the use of other departments if necessary.

SOME FLOOR PLANS.—The illustrations shown herewith will indicate possible arrangements for assembly and classrooms for young people. These plans and photographs will reveal some interesting points which may deserve very careful consideration. Attention is called to the notes accompanying the cuts.

SCHEDULE OF CAPACITIES.—The following figures are based on the usual allowance of seven square feet for each person in the assembly room and eight square feet for each person in the classrooms. As stated before, these allowances should be increased when the rooms are to serve as social halls, banquet rooms, or gymnasiums.

Size of Organization	No. of Young People	Square Feet Needed	Assembly Rooms	Class-rooms
400	80	1,200	1	3–6
600	120	1,800	1	4–6
800	160	2,400	1	6–8
1,000	200	3,000	1	8–10
1,200	240	3,600	1	8–12
1,400	280	4,200	1	10–14
1,600	320	4,800	1	12–15
1,800	360	5,400	1	12–16
2,000	400	6,000	1	14–18
2,600	520	7,800	1–2	16–20

REFERENCES FOR FURTHER READING

"Leaders of Young People." Smith.
"The Church's Program for Young People." Mayer.
"Recreational Leadership for Church and Community." Powell.
"Teaching the Youth and the Church." Maus.
"Handbook for Workers with Young People." Thompson.
"Materials and Methods of Worship for Young People."
"The Religious Education of Adolescents." Richardson.
Leaflets issued by denominational boards.

COMBINATION YOUNG PEOPLES DEPARTMENT AND CLASS ROOMS

ADULT CLASS ROOM

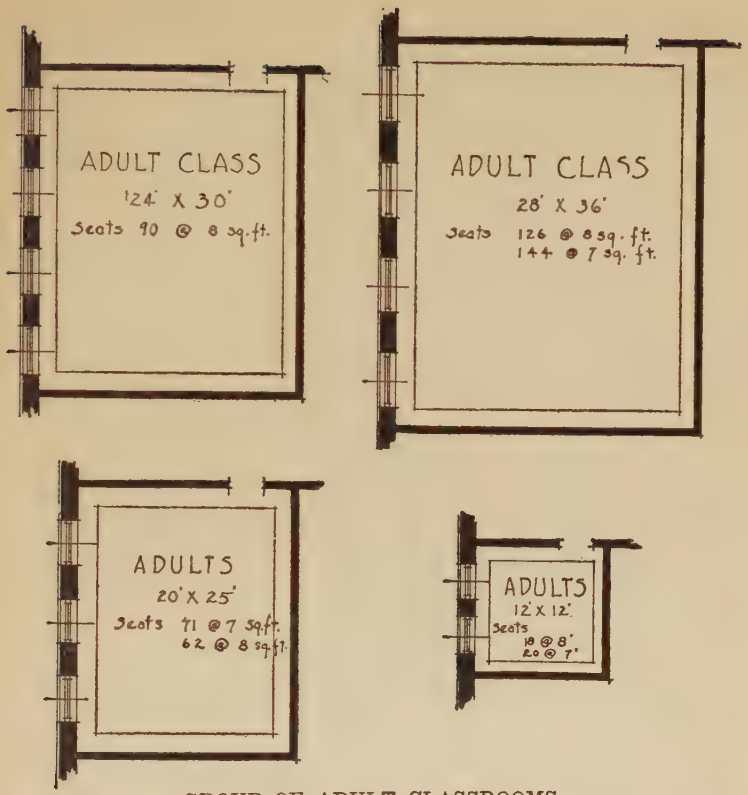
CHAPTER THIRTEEN

PROVIDING FOR AGE GROUPS—ADULT LIFE

THE INDIVIDUAL.—(*a*) *Ages.* The adolescent period closes with the twenty-third year, or closely thereto, and the next period begins with the twenty-fourth year, marking the beginning of adult life. For many years the legal voting age has been followed as a basis of adult organization, but more recently the period of completed growth has been accepted as better adapted to the purpose of Church organization. Adult life is therefore looked upon as the period from twenty-four and beyond. Early adult life is approximately from twenty-four to forty years; middle adult life is from about forty years of age to fifty-five or sixty; later adult life from that time on into old age. Again it is necessary to bear in mind that the calendar year cannot be absolutely followed, but it is suggestive as a basis of organization. (*b*) *Needs.* The needs of adult life are many even though the time of greatest growth has passed. There is need for adequate opportunity for expressing life in terms of Christian living, and this involves the whole of life rather than merely segments of it. We are continuing to think of life as related to the Church in all its program rather than of adults as members of any one suborganization. The equipment needed is therefore given on this basis and on the assumption that we are thinking of the adult as a mem-

ber of the congregation, as home makers, as adults in the Sunday school, in the men's organizations, the women's organizations, and in all relations they sustain to the local Church. The maturing time of life is no less important than the time of formation. The enriching of the experience, clarifying of judgment, and general advancement in knowledge are desirable aims to be held in view.

THE PROGRAM.—The program for adults should be based on the theory and practice that they have needs and also potentialities, some developed and some not yet realized. It takes for granted that the Church believes in adult education in religious matters; in adult participation in worship, fellowship, and service activities. It also takes for granted that the adult is to be found in the various societies and organizations of the Church including men's clubs, adult departments of the Sunday school, missionary societies, mothers' clubs, brotherhoods, and of the congregational services held in the main auditorium. The complete program will therefore have an ample place for worship both in the congregational assembly and at other times, for instruction at the Sunday school hour and in special but not unrelated groups; for social gatherings; for service growing out of studies and worship. Nothing will be included in the program to duplicate unnecessary parts of it or as a whole. Class work will carefully avoid all semblance of preaching; department worship will supplement, but not substitute for, congregational worship; missionary instruction in classes will be properly related in the societies and in the Sunday school. Participation by just as many persons as possible will fur-



GROUP OF ADULT CLASSROOMS

The above drawings indicate adult classes varying in size, accommodating on a standard basis from 20 to 126. These rooms may be separated but should be within easy reach of the assembly room. The adult assembly will in most cases be the same as the main social hall or the main auditorium of the church.

nish the basis for the program. This program will of necessity be varied, but the number of organizations needed will usually be reduced so as to prevent duplication of leadership and a too heavy time schedule. The periods of worship will all be secondary to the auditorium service of worship; the prayer meetings will be related to the class meetings. Equipment for adult classes will be provided with the thought of its use for parlors, social halls, reading rooms, and clubs. Here, as in the Young People's Department, every room will be planned with the thought of bearing as many hour loads as practicable without interfering with the best efficiency of the individuals and the Church as a whole. The program for adults has as its ultimate goal, as one writer has expressed it, "That our own prayers may be answered, 'Thy kingdom come.' Men and women are not called to give their services to this or that institution, machinery, and organization, but to invest all their powers in making these or any other means effective toward the great and splendid end that human society may become the family of God." The program will keep clearly in mind not only the growth of the leaders themselves, but ways and means of helping other groups in the Church, the Church as a whole, the home, the community, the nation, and the world. Certainly the program should be a continuous demonstration of the unselfish aims which adults desire youth and children to incorporate in their lives.

ROOMS.—(1) *Assembly.* More often than not the main auditorium of the church will constitute the assembly room for the adult department. This is in most cases a desirable arrangement, especially if the

young people's assembly takes care of the needed provision for a large social hall. However, in very large Churches where a separate assembly room is desired for the adult group, this may be the main social hall and in this case the young people's assembly may well be used as a smaller and secondary social gathering place. There is now a decided tendency to build up strong adult assemblies rather than to have one or more very large adult classes meeting apart from one another. To this end some denominational leaders are urging separate adult assembly rooms or else the use of the main auditorium for all classes of this age. In any event there should be a room providing the required seven square feet of space for each person, and the conditions of ventilation, heat, and light should be met.

(2) *Classrooms.* Adult classes vary in size more than those of any other department, the number ranging all the way from small groups of ten or twelve members to several hundred. Where very large adult classes are already organized and at work, it is generally the rule that special provision is made for them; such provision is practically an admission that these classes are not expected to subdivide into smaller groups, and the experience is that they prefer not to assemble with other similar classes large or small. In some instances this situation has been met by the recognition of such large units as additional adult departments with the ultimate expectation of leading them to break into somewhat smaller groups for the instruction period. Objections to large classes are generally well-founded, but oftentimes the objections are based on a failure to consider all elements entering into the situation. Any class with

more than fifty members is likely to bring about a duplication to a greater or less degree, depending on the size of the auditorium service. The lecture method is almost universally used with large adult classes and this method approaches too nearly the preaching to be most wise, and it tends to make the members feel that one or the other of these services is unnecessary. Therefore the principle laid down, that of avoiding needless duplication, is likely to be violated where such large classes exist, and the question of adult classrooms should be met in the light of this principle. Unless it is unavoidable classrooms should have in mind membership not to exceed fifty or at the most one hundred. Extra rooms, such as the chapel, may take care of unusual groups which demand extra large space. All classrooms should have seven or eight square feet for each person to be accommodated. In an organization of one thousand people of all ages, there may be expected under normal conditions two hundred and seventy adults, this being about twenty-seven per cent of the total. With such a number of adults there will be required from six to eight rooms.

OTHER ROOMS.—Other rooms usually near the adult assembly and sometimes used by them for class purposes include the library and reading room, ladies' parlor, administrative offices, deacons' or stewards' room. Practically all of these lend themselves to some use at one time or another by adults.

SOME FLOOR PLANS.—Illustrations and photographs shown herewith will serve to illustrate arrangements which have been found satisfactory. The accompanying notes in each case will show some of the features

which are desirable to be cared for in planning for the adult life of the Church.

SCHEDULE OF CAPACITIES.—The following schedule of capacities is suggestive of space required in congregations of varying numbers; local conditions frequently affect these areas, in fact the proportion of adults varies more than the number for any other age group and local conditions should always be carefully considered. These areas do not include the main auditorium of the church.

Size of Organization	No. of Adults	Square Feet Required	Assembly Rooms	Class-rooms
400	108	756	1	2–4
600	162	1,134	1	3–6
800	216	3,240	1	5–8
1,000	270	4,050	1	6–9
1,200	324	4,860	1	7–11
1,400	378	5,670	1	8–12
1,600	432	6,480	1	10–14
1,800	486	7,290	1	12–16
2,000	540	8,100	1	14–18
2,600	702	10,530	1	18–22

REFERENCES FOR FURTHER READING

"Art and Religion." Van Ogden Vogt.
"Principles of Christian Service for Adults." Cope.
"Graded Social Service for the Sunday School," Hutchins.
"Adults in the Sunday School." Bovard.

CHAPTER FOURTEEN

PROVIDING FOR SOCIAL, RECREATIONAL, ADMINISTRATIVE, AND OTHER FEATURES OF CHURCH LIFE

In the complete church building, providing for the whole of life, there must be provision for features which may or may not have been covered by the preceding chapters. The purpose of the present chapter is to indicate somewhat more in detail those things which constitute features worthy of more consideration than they have received in connection with other subjects.

Social and Recreation.—There must be at least one hall or room large enough to care for the largest social gatherings and entertainments likely to be held by the Church as a whole. In figuring the number of persons to be seated about tables, a minimum of ten square feet per person should be allowed. A room forty by fifty feet will be found to contain two thousand square feet; such a room will accommodate three hundred persons seated in chairs without tables, but when the tables are introduced the same room will care for only two hundred persons. The social hall should be arranged with the thought that it is also to be used as one of the assembly rooms for a department. Usually it is best to arrange the assembly of the Adult or the Young People's Department with this multiple use in mind; the furnishing will be better adapted to this joint use than in other departments. In connection with

GYMNASIUM

The gymnasium shown herewith is in the Sixth Avenue Presbyterian Church, Birmingham, R. H. Hunt Company, architects. This Church organization has provided a full gymnasium equipment and maintains full supervision of all the activities conducted therein. Note the spectator's space; the wide doors leading to the shower and locker rooms; the high ceiling; portable basket ball posts; natural brick finish of the walls.

LIBRARY AND READING ROOM

This is an unusually large and well-arranged library and reading room found in the McFarlin Memorial Metnodist Church, Norman, Okla. It is used for training classes; as a general library for the officers and teachers; as a reading and writing room for members and visitors.

BANQUET ROOM

MAIN KITCHEN

KITCHENETTE YOUNG PEOPLE'S DEPT.

the social hall for suppers, lunches, and other gatherings at which food will be served, there is needed a well-equipped kitchen; sinks, stoves, tables, cabinets and other essentials should be thought of in planning the kitchen and serving rooms. These auxiliary rooms will require ten square feet per person as well as the banquet hall itself. Kitchenettes will be needed in connection with at least one department, perhaps the Young People's or the Seniors, these being used when the larger hall is not desired because of its size or if two such occasions should be in progress simultaneously. A kitchenette near the ladies' parlor has often been found very serviceable.

Play rooms are being incorporated into the building scheme of many edifices; and some have completely furnished gymnasiums. The play rooms may in some instances be the same as certain classrooms, but it is not generally the case that the gymnasium can serve for such purposes to the best advantage. Rooms especially provided for Boy Scouts and similar groups may be used for class work and for play rooms. Gymnasiums are expensive to build and to equip, and the maintenance of them is a real problem; unless a good budget is available for supervision of the gymnasium, such a room is better omitted. Swimming pools constitute a menace as frequently found and supervision applies to this feature even more than to the gymnasium. If a gymnasium is incorporated in the plan, it should have a minimum width of forty feet and a minimum length of sixty feet; a better size is fifty feet wide and at least seventy feet long. We show a photograph of a

completely equipped gymnasium and a play room which is used as a classroom also.

PARLORS.—One or more parlors suited to the gatherings of missionary societies, Church officials, and other smaller group meetings will be found pleasing and attractive. We show photographs of rooms used for such purposes. These rooms may be used for classrooms on Sunday or at other times.

OFFICES.—In the administration of the Church, rooms are needed for the pastor, the director of religious education, the assistant pastor, the Church secretary, and other employed workers who assist the pastor. The pastor should have a quiet, preferably a corner, room, somewhat removed from others, this being designated as the pastor's study; some buildings also include a pastor's conference room which is located near the general office. The Church offices require a very accessible location, plenty of light and ventilation, wall space for cabinets and cases, and adequate public space near by. Built-in vaults serve a good purpose, but steel movable cabinets are less expensive and serve about as well as the vaults. Approximately fifteen to twenty square feet of floor space should be provided for each person who is to occupy an office; a desirable minimum size for an office is eight by ten feet.

CHAPEL.—There should be at least one room set apart as a chapel, the seating, lighting, floors, walls, and woodwork all being planned with this in mind. Such a room will vary in size, depending on the general size of the building. A structure arranged to acmodate one thousand in the main auditorium will have need for a chapel seating about two hundred. A pulpit,

chancel, and other churchly arrangements will add to the effectiveness of the chapel. Pews may be used here to good advantage. This room may be thought of and used as a special room for the Junior Church, prayer meetings, small wedding and funeral parties, and at the same time it may serve as an assembly for some department or for an adult class. There is no room in the entire building which should be more beautifully finished and furnished than this chapel.

Library and Reading Room.—Reading rooms in proportion to the number of persons likely to use them will be needful. One room will generally be enough. Opening into the reading room there should be another in which the books will be kept and from which they may be distributed according to the rules and regulations worked out by the management. This combination of library and reading room affords an excellent space for a training class to hold its meetings; the materials needed for such a class may be kept in the same room and thus be near at hand. An organization of five hundred people will need a room about fifteen by twenty feet, this being sufficient to care for about thirty persons at one time as they are seated about tables. Built-in shelves and bookcases will be found essential.

Storage and Service Rooms.—Some organizations provide quarters for the custodian of the building so that he may live on the premises. One of the best arrangements we have seen is at the First Methodist Church, Dallas, Tex., where the custodian lives in the building which has been erected as a combination home and furnace building, being separate from the general building but very close to it. However, even when the

janitor is not expected to reside in the building, there should be a good space in which he may stay during the day when not engaged in his work throughout the building. There must be adequate storage rooms for keeping all supplies necessary for the upkeep of the premises. Other storage rooms will be needed for storing knockdown tables and folding chairs which are used on special occasions.

TOILET AND LAVATORIES.—Committees too often make the mistake of economizing as to toilet facilities. At least two fully equipped toilet rooms will be needed in every building. Larger buildings will require two on each floor. Toilets for the two sexes should be well separated. The number of fixtures naturally varies with the number of persons using the building. One fixture for every one hundred people is perhaps a safe guide. Small fixtures will be needed for the smallest children, and these will be better if in toilet rooms separate from those for older girls and boys. Fountains in the corridors at proper intervals will need to be arranged so as not to be merely things to play with; they will be included somewhat in keeping with the suggestions as to the number of toilet fixtures.

CORRIDORS.—The circulation from one part of the building to another depends upon the number and width of corridors provided. Five feet in width is narrow enough and usually from eight to ten feet is a maximum. A corridor six feet wide is satisfactory for most schools arranged departmentally, since the number using a corridor at one time is likely to be distributed in a way which avoids congestion. Foyers, lobbies, and general corridors should be from ten to fifteen feet wide.

These spaces should be lighted with as much natural light as conditions will permit. No passageway need be so dark that it gives an impression tending to depress the feelings. Where the auditorium unit of the building and the educational unit are closely tied-in or built together it is wise to have it so that persons on the upper floors may pass from one unit to the other without ascending or descending more than one flight of stairs. If the buildings are separate units, cloisters or colonnades may be used to good effect so that persons may pass from one to the other without actually leaving the building.

Heating and Lighting.—The kind of heating system to be used will vary with the locality. Steam radiators in connection with gas, fuel oil, or coal furnaces and boilers have been found all right, depending of course on the quality of the materials and the efficiency of the systems installed. Gas burners often give the air a dryness that should be avoided. An open fireplace in the ladies' parlor and perhaps in one or two other rooms adds a cheerful touch, but all such openings should be carefully screened or otherwise safeguarded. The distribution of light in the various rooms needs to be as scientifically arranged as that planned for the best offices, schools, or libraries. Instead of a single large lighting fixture there should be several of them, depending of the size of the room. In addition to the artificial lighting, the natural daylight may be figured on to meet usual conditions if clear glass is used throughout the educational building, the windows being not less than twenty per cent, preferably twenty-five, of the floor area. Bright exposed light, whether from

artificial or natural sources, is very trying on the eyes, and all occupants of rooms should be protected against these.

Electric connections should be provided throughout the building so that attachments may be used in their proper places, these including vacuum cleaners and stereopticon machines.

COLOR SCHEMES.—In general class and department rooms should be decorated according to a standard color scheme with the walls of light buff or very light green, the ceiling white or extremely light cream, the dado slightly darker that the walls, and the woodwork, furniture, and shades harmonizing in tone with the rest of the room. It should be remembered that all modern tendencies in educational processes are toward the development of rooms with homelike and attractive arrangements, adapted to meet the individual needs of boys and girls and young people and so planned that the utmost flexibility in the curriculum and in methods of teaching may be followed. The whole scheme of colors should be thought of in terms of a probable redecoration every five or six years. The walls will need to be cleaned frequently; windows must be washed as need arises; all fixtures should be cleaned, live electric bulbs kept in all sockets, window shades kept in repair, pictures maintained in the best of condition, and draperies washed before any of them show too much need of such attention. In the budget of a well-organized Church a liberal allowance should be included for janitorial service and repairs.

SIGNAL SYSTEMS.—Throughout the entire structure there should be a system of signals; electric buzzers and

bells are most generally used, but the telephone system is perhaps most satisfactory. In large buildings it ought to be so that the pastor, the director of religious education, the Sunday school superintendent, or other officers of the organization can communicate with associates without walking undue distances. It should also be possible for the department leaders to communicate with or signal to teachers and officers in classrooms without having to enter in person.

All in all the church building should be a complete edifice in every respect, planned so that it is not only beautiful and attractive, but that it will endure as it is used for the work of the organization in behalf of the life of its constituency.

References for Further Reading

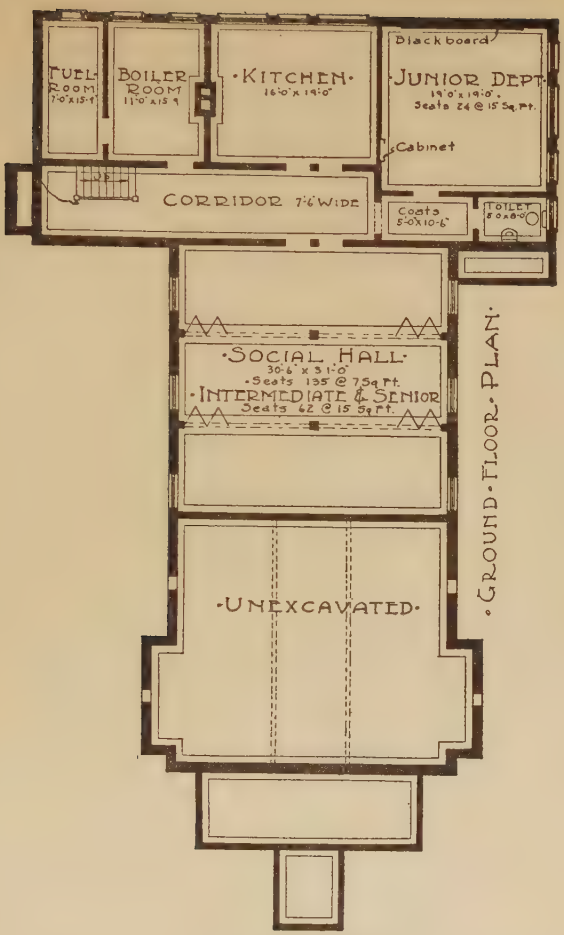
"Organizing the Church School." Cope.
"Church School Administration." Fergusson.
"The Small Sunday School." Sensabaugh.
"Building the Country Sunday School." Middleton.
"The Successful Sunday School at Work." Leavell.

CHAPTER FIFTEEN

PERTAINING ESPECIALLY TO SMALL BUILDINGS

In the foregoing chapters much that has been said applies with equal degree to buildings of small size as well as large. There are, however, some matters which appear to merit a special consideration from the viewpoint of the small congregation.

Special Problems.—The small congregation as here thought of is approximately three hundred or less in membership. The problems of organization are not identical in such an oragnization with those of larger ones. The matter of whether the Sunday school, for instance, should be as thoroughly departmentalized in a congregation of two hundred members as for one of eight hundred members is more than a theoretical question. It is generally agreed that there is needed enough in the way of numbers to make a working unit, and the minimum number constituting such a unit is hard to determine. In the light of such books as "The Small Sunday School" by Sensabaugh, "The Sunday School at Work in Town and Country" by Brabham, "Building the Country Sunday School" by Middleton, and "How to Run a Little Sunday School" by Fergusson it appears safe to say that it is hardly practicable to have eight fully separated departments in a school of two hundred and fifty members or less. It is possible and desirable to have a good organization, however,


FUEL ROOM 7'-0" X 15'-9"
BOILER ROOM 11'-0" X 15'-9"
KITCHEN 16'-0" X 19'-0"
Blackboard
JUNIOR DEPT. 19'-0" X 19'-0" Seats 24 @ 15 Sq. Ft.
Cabinet
CORRIDOR 7'-6" WIDE
Coats 5'-0" X 10'-6"
TOILET 5'-0" X 6'-0"
SOCIAL HALL 30'-6" X 31'-0" Seats 135 @ 7.5 Sq. Ft.
INTERMEDIATE & SENIOR Seats 62 @ 15 Sq. Ft.
UNEXCAVATED
GROUND FLOOR PLAN

NOTE THESE POINTS:

1. Has full basement or ground floor, shown on following page. 2. Arrangement of Beginner and Primary Department rooms. 3. Three rooms on this floor available for Young People and Adults, with combined capacity of 84. Other classes can use the auditorium. 4. The seating capacity and Sunday school capacity as tabulated.

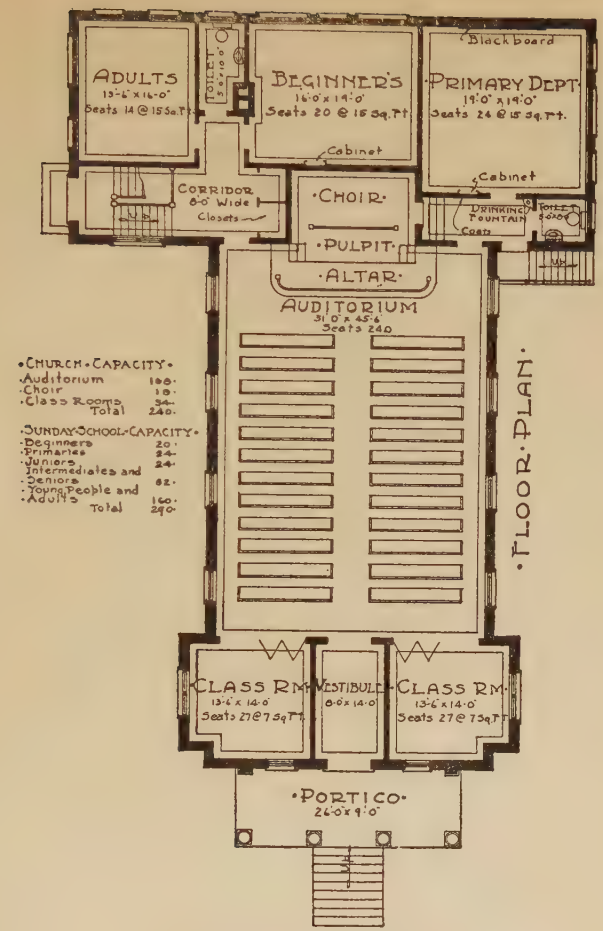
(Courtesy Architectural Department, Methodist Episcopal Church, South.)

and this organization demands a building adapted to its work just as much as the larger one.

Another problem which confronts the small congregation as it relates to the building is that of finances. It is harder in proportion to get a satisfactory building for all the work of the Church in a small building than it is in a larger one. In the first place, it becomes necessary to make the same rooms serve more different purposes, and this frequently prevents the ideal arrangement of a room for any particular purpose. The matter of beauty is just as easily dealt with in a small building as the larger one, but it appears to be the case that as the congregation to be served is smaller, so the amount of architectural treatment used is reduced at their demand. It should be emphasized that it is not necessary to have a building ugly merely because it is small; it may not be as imposing, but it may become a thing of genuine beauty and architectural consistency if the congregation is willing and the architect is able to have it so.

ADVANTAGES.—The small church has some advantages as well as disadvantages as compared with the larger one. Take the matter of lot, site, and general location. As it happens in most cases, the small building, especially in the country or small town, is not hampered for room as to the size of the lot. Buildings of all shapes and sizes do not generally adjoin or hem in the Church property and pleasing results may be easily obtained. There is room for pleasing grounds and landscaping effect.

In the small congregation there are not so many different viewpoints to be satisfied, and the architect has a



NOTE THESE POINTS:

1. No basement except for heating plant. 2. Seating capacity in pews 168, two classrooms 54, choir 20. Total 242. 3. Sunday school capacity, Beginners 20, Primaries 24, Juniors 24. The entire Sunday school above the Junior age will meet for worship service in the auditorium. Intermediates and Seniors can use the two classrooms on each side of front entrance. Young People and Adults will use the auditorium for class work. Total Sunday school capacity 250. 4. Note arrangement of entrances to department rooms, blackboards, and supply cabinets. 5. Also coat rooms, toilets, and lavatories.

(Courtesy Architectural Department, Methodist Episcopal Church, South.)

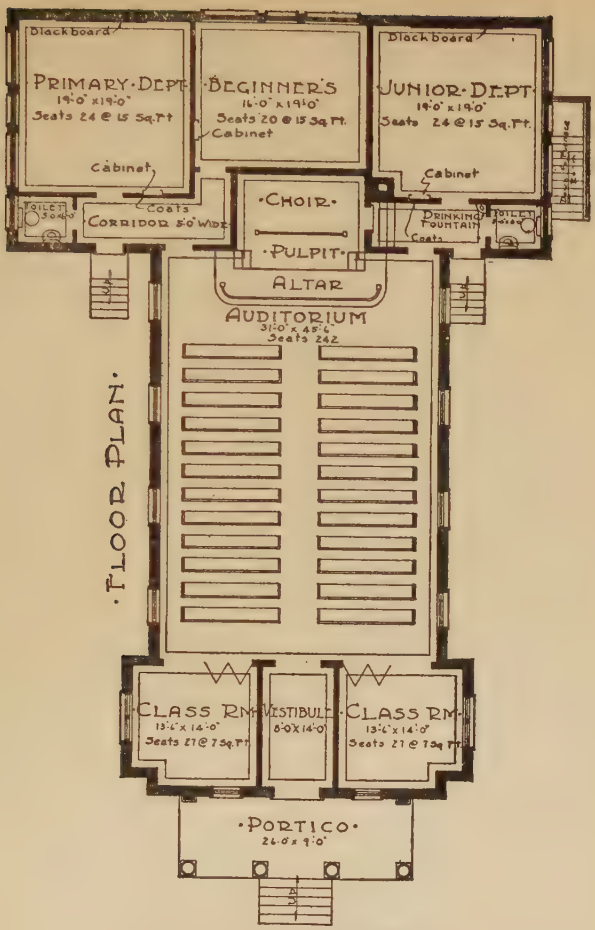
better opportunity to work out the plans without undue restrictions.

While the small organization may not have as much money in proportion as the larger one, it generally occurs that the burden is more evenly distributed throughout the membership and a corresponding interest is manifested by all concerned.

STANDARDS FOR SMALL BUILDINGS.—While the general principles already set forth in other parts of this book are either applicable or adaptable to all buildings, it is well to remember that much care needs to be exercised in making the applications or adaptations. What, it may be asked, are some of the things thus involved?

In the first place, it will be somewhat more difficult to arrange the main auditorium so that it may care for the abnormal attendance. The temptation is to make use of the folding doors between the auditorium and some of the Sunday school rooms. This is undesirable, especially from the standpoint of the Sunday school work, which expects and requires sound-proof rooms. If the school organization is so small that all age groups above twelve years assemble together in the main auditorium, classrooms may be made to open into this assembly by use of the folding doors, but it should be understood that such an arrangement does not make possible departmental work for these groups. Where the auditorium has a seating capacity of two hundred and fifty to three hundred, it will be sufficiently large to justify a balcony across the rear, but not on the sides.

The age groups treated at length in Chapters Six and Seven may be combined in the very small organiza-



NOTE THESE POINTS:

1. Intermediate-Senior Department will use the social hall. Flexible partitions used to separate class groups. 2. Arrangement of Junior Department. 3. Kitchen, coat room, toilets, and lavatories. 4. Additional classrooms can be provided by extending ground floor under the entire building.

(Courtesy Architectural Department, Methodist Episcopal Church, South.

tion if necessary, but even in such a case there should be a screened corner separating those who are four and five years of age from those of the younger ages. The same standard requirement of fifteen square feet for each person to be accommodated should be met and, if at all possible exceeded when such a combination is made.

The age groups treated in Chapters Ten and Eleven (Intermediates and Seniors) may be combined for an assembly in a small school if conditions make further combinations necessary. There should be separate classrooms, however, for each of these ages even when they assemble together. Or, in case of an even smaller organization, the three adolescent groups comprising the years twelve to twenty-four, inclusive, may be combined for the worship period, but again it is imperative that separate classrooms be provided for each distinct age group.

Where several age groups meet together for an assembly in a room other than the main auditorium of the church, this assembly will usually lend itself to the purposes of a social and entertainment place. Such a room will generally be located directly beneath the main auditorium and should not be more than three feet below grade level; care should be used to see that the floors and walls are thoroughly waterproofed.

What has been said as to entrances, walls, blackboards, toilets, corridors, windows, cubic feet of air, lighting, and kindred subjects should be applied to the small building in so far as it is possible to do so.

STOCK PLANS.—The temptation of the building committee for the small church is to purchase a book of stock plans or else to merely try to duplicate something

they have seen somewhere else. This is doubtless the point in greatest need of safeguarding. It appears that such a procedure is time and money saving, and without due consideration as to the particular needs of the congregation, the lot on which the building is to be erected, or the peculiar problems involved because of climatic conditions, the building committee orders such a plan. There is only one thing worse than this purchasing of stock plans, and that is proceeding without architectural guidance or service of any kind. This again in one of the temptations to the committee of the small church; the idea that money is saved by drawing their own plans is entirely foreign to the facts, and no committee should allow themselves to believe in such a myth.

SCHEDULE OF CAPACITIES.—The following schedule of capacities may be suggestive as to arrangements and space required in smaller buildings. It will be noted that the percentages here given vary somewhat from those shown in other chapters.

Size of Organization: 250 Members

Cradle Roll.....12 members.....1 room.....180 sq. ft.
Beginner.....18 members.....1 room.....270 sq. ft.
Primary.....25 members.....1 room.....375 sq. ft.
Junior.....30 members.....1 room.....450 sq. ft.
Intermediate-Senior, 35 members, 1 assembly, 5 classrooms 525 sq. ft.
Young People, 55 members (assemble with adults in auditorium), 3 classrooms, 440 sq. ft.
Adult, 75 members (assemble in main auditorium), 3 classrooms, 600 sq. ft.

Size of Organization: 200 Members

Cradle Roll-Beginner (375 sq. ft), 25 members, 1 room.
Primary (375 sq. ft), 25 members, 1 room with screens.

Junior (450 sq. ft.), 30 members, 1 room with screens.
Intermediate-Senior (750 sq. ft.), 50 members, 1 assembly, 5 classes.
Young-People-Adult (1,050 sq. ft.), 70 members (auditorium), 4 classes.

Size of Organization: 150 Members

Cradle-Roll-Beginner, 20 members 1 room, 300 sq. ft.
Primary, 20 members, 1 room with screens, 300 sq. ft.
Junior, 20 members, 1 room with screens, 300 sq. ft.
Intermediate-Senior-Young People, 150 members, 1 assembly, 4 classes, 650 sq. ft.
Adult, 40 members (auditorium), 2 classes.

Size of Organization: 100 Members

Cradle Roll-Beginner, 14 members, 1 room, 210 sq. ft.
Primary, 13 members, 1 room, 195 sq. ft.
Junior, 13 members, 1 room, 195 sq. ft.
Intermediate-Senior-Young People (3 classes), 30 members, 1 room, 450 sq. ft.
Adult, 30 members, 2 classrooms.

REFERENCES FOR FURTHER READING

"The Small Sunday School." By L. F. Sensabaugh
"How to Run a Little Sunday School." E. M. Fergusson.
"Building the Country Sunday School." E. L. Middleton
"The Sunday School at Work in Town and Country." M. W. Brabham.
"Town and Country Churches of Distinction." Brunner.
"Town and Country Churches in the United States." Morse and Brunner.
"The New Country Church Building." Brunner.
"The Religious Education of Protestants in an American Commonwealth," Vol. I, Part II. Athearn, et al.

CHAPTER SIXTEEN

DEALING WITH REMODELING PROJECTS

The Problem.—It is in many respects more difficult to remodel a building than it is to design and develop plans for an entirely new structure. However, it is evident that there are many churches which have been so constructed that they lend themselves to changes to a greater or less degree and are considered good enough to be used as the basis for modern buildings. It is unfortunate that there are so many structures which have been erected in comparatively recent years which were rather poorly arranged and are unsuited to the needs of the work as it is now projected by leaders in Church work. The frequent statement is heard that the building is not what is needed and yet it is too good to be entirely demolished. The question in such a case arises: What should the building committee do in order to make a building serve the present and contemplated future needs? The answer must be made in a general way that every such building demands a most careful study, as no two buildings are likely to present exactly the same conditions either as to construction or arrangement.

The preceding pages of this volume may serve as a general guide as to what is being advocated for building to-day and it is possible for a committee to study a given building in the light of the needs herein described and then proceed to secure it as far as condi-

tions will permit. However, the following steps will perhaps put the case in a direct manner and be serviceable to architects and committees in formulating a line of procedure.

SECURE AN ARCHITECT.—Before the committee decides that it will remodel the present building, the services of a thoroughly experienced and reliable architect should be secured with the thought of having him visit the building. This visit should result in a most careful study of the building from the standpoint of materials used, condition of the walls, and the possibilities of structural changes. If the architect is informed as to what kind of program is to be carried on in the remodeled building, he will be in a better position to determine whether the needed changes can be made. If he decides in the light of all these circumstances that the remodeling is a safe undertaking, it is time enough for the committee to determine finally what they will do. Of course if the working drawings of the original building are available, these will be of great assistance to the architect in reaching his decision as to certain changes. In this connection it should be parenthetically stated that building committees should always preserve a set of the working drawings and specifications of any building erected; as a general rule architects preserve such material in their offices, but at times it is difficult to secure these for a remodeling project twenty-five years or more after the building has been completed.

CHECK THE BUILDING.—After it has been decided by a competent authority that the building is in such a condition that it will bear remodeling, the committee

should check or have checked the structure from the standpoint of what is needed for the future. In other words, it is entirely possible that a building is structurally safe enough to be remodeled, but does not lend itself to an economical rearrangement. To determine this question is fully as difficult and as important as the first step suggested. Reference has been made in Chapter One to sets of standards which are available from various sources, such as denominational boards and bureaus; these will constitute a very excellent basis for evaluating the structure as it now exists. At the close of this chapter we are appending a score card devised by a group of expert workers which may be used to good effect by anyone thoroughly informed as to the matters indicated.

Building by Units.—The most satisfactory procedure in making an old building serve the present and future program is to plan for an entirely new structure and then to determine how much of this is absolutely necessary to be erected at this time in the light of available space in the old building. This new plan may contemplate a complete plant in the future, although only a portion of it may be needed just now. With such a new plant in mind, the remodeling of the present building will be enterprised only to that extent that it will fit in with future developments. It is wise, generally speaking, to erect the new unit entirely apart from the old building rather than to tie it in so closely that a new form of design cannot be followed if it should be considered desirable. There are some well-known instances where the beauty of a new building has been sacrificed in the effort to make it conform to the old

one. Of course, if it is contemplated that the old structure is to remain as a part of the permanent plant, there should be as much harmony as practicable between all the buildings.

THINGS TO ELIMINATE.—In planning for the remodeling of a church edifice, it may be possible to eliminate certain things which are now considered objectionable. At least some of these things are suggested in a little pamphlet issued by the Bureau of Architecture of the Methodist Episcopal Church entitled "The Seven Deadly Sins of Church Architecture," written by H. E. Luccock. Briefly summarized, these "seven deadly sins" are as follows: A dark, damp, and unattractive basement; the Akron Plan Sunday school; the pulpit in a corner; a vast array of brass organ pipes; sliding doors; uncomfortable seats; lack of plenty of pure fresh air.

SCORE CARD.—Dr. N. L. Engelhardt and Dr. E. S. Evenden of the Department of Educational Administration, Teachers' College, Columbia University, together with Prof. Walter Scott Athearn of Boston University, worked out a score card several years ago, and by the permission of the authors we are including this herewith. These leaders consulted and worked with the outstanding architects, builders, artists, musicians, educators, and clergymen of the United States in arriving at their conclusions. A full explanation of each of the points enumerated in the score card is contained in the little volume to which reference has already been made several times — namely, "Standards for City Church Plants," issued by the Interchurch Press in 1920. The score card will be found suggestive for com-

mittees contemplating new buildings as well as for those wishing to check the efficiency of the present buildings. The Bureau of Architecture of the Methodist Church, the Department of Architecture of the Northern Baptist Convention, and similar bureaus or departments of the Methodist Episcopal Church, South, the Presbyterian Church, U. S. A., and the Southern Baptist Convention all issue material of a similar nature. They also issue printed questionnaires which are helpful in connection with such projects. These may be secured on application to the bureaus or denominational headquarters either free or at small cost in every instance.

Herewith are reproduced the "Score Card" and the "Schedule for Survey of a Church Plant."

SCORE CARD FOR A CITY CHURCH AND RELIGIOUS EDUCATION PLANT*

	1	2	3
			130
I. SITE		55	
A. Location	30		
1. Accessibility	25		
2. Environment		30	
B. Nature and condition	15		
1. Drainage and soil	15		
2. Upkeep of site	45	45	
C. Size and form			150
II. BUILDING OR BUILDINGS		20	
A. Placement	10		
1. Orientation	10		
2. Position on site		80	
B. Gross structure	20		
1. Type and æsthetic balance	10		
2. Material	5		
3. Height	5		
4. Roof	10		
5. Foundation	10		
6. Walls	5		
7. Entrances	15		
8. Condition		50	
C. Internal structure	10		
1. Stairways	10		
2. Foyer and corridors	10		
3. Basement	20		
4. Decorative attractiveness			160
III. SERVICE SYSTEMS		40	
A. Heating and ventilation	10		
1. Kind	10		
2. Installation	5		
3. Air supply	5		
4. Fans and motors	5		
5. Distribution	5		
6. Temperature control		40	
B. Fire protection system	10		
1. Apparatus	15		
2. Fireproofness	5		
3. Escapes	5		
4. Electrical wiring	3		
5. Fire doors	2		
6. Exit lights and signs		10	
C. Cleaning system	2		
1. Kind	3		
2. Installation	5		
3. Efficiency			

*Used by permission of Boston University, owner of the plates and copyrights.

SCORE CARD
(*Continued*)

	1		2		3	
D. Artificial lighting system			15			
1. Gas and electricity	2					
2. Outlets and fixtures	5					
3. Methods and illumination	8					
E. Water supply system			15			
1. Drinking	5					
2. Washing	5					
3. Hot and cold water	5					
F. Toilet system			25			
1. Distribution	5					
2. Fixtures	5					
3. Adequacy and arrangement	8					
4. Seclusion	2					
5. Sanitation	5					
G. Other service systems			10			
1. Clocks and signal systems	5					
2. Church bells and chimes	2					
3. Telephone connections	2					
4. Service lifts	1					
H. Service rooms			5			
1. Workshops	2					
2. Service office	2					
3. Fuel room	1					
IV. Church Rooms					170	
A. Convenience of arrangement	20		20			
B. Auditorium			100			
1. Size and shape	15					
Seating	5					
3. Illumination	8					
4. Walls and ceiling	5					
5. Floor	5					
6. Balcony	8					
7. Pulpit and platform	5					
8. Baptismal equipment	5					
9. Communion equipment	2					
10. Organ and piano	15					
11. Choir gallery	10					
12. Choir rooms	5					
13. Acoustics	5					
14. Visualization equipment	5					
15. Cloak or check room	2					
C. Chapel or small assembly	15		15			
D. Parlor and church board room	5		5			
E. Church office	10		10			
F. Pastor's study	15		15			
G. Church vault	5		5			

SCORE CARD
Continued)

	1	2	3
V. Religious School Rooms			200
A. Location and connection	15	15	
B. Assembly room		60	
1. Size and shape	10		
2. Seating	8		
3. Illumination	10		
4. Walls, ceiling, and floor	10		
5. Stage	10		
6. Musical equipment	5		
7. Visualization equipment	5		
8. Auxiliaries	2		
C. Classrooms		90	
1. Adequacy of number	30		
2. Size and shape	15		
3. Seats and desks	10		
4. Illumination	10		
5. Walls and ceilings	5		
6. Floors	5		
7. Blackboards and bulletins	5		
8. Doors and closets	5		
9. Industrial equipment	5		
D. Cloakrooms and wardrobes	15	15	
E. Superintendent's office	10	10	
F. Supply rooms	10	10	
VI. Community Service Rooms			190
A. Rooms for general use		60	
1. Recreation and dining	30		
2. Kitchen	15		
3. Library and reading room	15		
B. Rooms for social service		70	
1. Women and mothers' room	15		
2. Girls' clubrooms	10		
3. Men's clubrooms	15		
4. Boys' clubrooms	10		
5. Nurses' and rest room	8		
6. Day nursery room	5		
7. Civic center	5		
8. Social workers' office	2		
C. Recreation and athletic rooms		60	
1. Gymnasium	20		
2. Locker rooms	10		
3. Showers	10		
4. Swimming pool	5		
5. Hand-ball court	5		
6. Game and amusement rooms	5		
7. Bowling alley	5		
Total possible score	1,000	1,000	1,000

SCHEDULE FOR SURVEY OF CHURCH PLANT*

I. SITE AND LOCATION—

Is the location easily accessible to the constituency that should be served?

Is the site adequate in size for future growth? Easily drained?

Is it of such size that the church will be protected from the encroachment of undesirable buildings?

Are the grounds planted and always clean and inviting?

Is the building hidden or dominated by surrounding buildings?

II. THE BUILDING—

Is it substantial in appearance? Is it gloomy or uninviting?

Does it remind those who see it of the ideals of the Christian religion and of the fact of God?

By what details or architectural elements can it readily be recognized as being devoted to religious work? By what is it distinguished from school buildings, libraries, or other buildings not for distinctly religious purposes?

What are the dominating architectural features?

Is there a bulletin board indicating clearly the full name of the church, address and telephone of the pastor and other members of the staff, and hours of services and activities?

Is the bulletin board lighted at night?

Is the church opened and made inviting every night?

Is the church open daily for meditation, and is there a bulletin board calling attention to this fact? For what other purpose or service is the church constantly open during day and evening?

What special placards, signs, wayside pulpit messages, etc., are used and when?

Is the exterior woodwork well painted? Are the walls pointed and the property otherwise in good condition?

Is the auditorium easily accessible from the street? Must a flight of steps be climbed to reach it?

Is a public drinking fountain provided? Bell or chimes?

Is there an open-air pulpit?

III. INTERIOR SANCTUARY—

Is the vestibule cheerful, heated, and otherwise inviting?

Are there seats in the vestibule or narthex?

Is there a supply of free literature in the vestibule?

What features of the auditorium influence a worshipful atmosphere?

*Prepared by the Bureau of Architecture, Methodist Episcopal Church, 1701 Arch Street, Philadelphia. Elbert M. Conover, Director. Reprinted by permission. Recommended for use in checking present buildings with a view to remodeling.

Is it a room in which reverence seems easily to be cultivated?

Are there ugly or obtrusive features that detract from worship and devotion? Too prominent organ pipes, badly colored windows, poor acoustics? Are the walls decorated in good taste?

Are the pews and aisles straight? Are there kneeling stools in all the pews? Is the floor level?

Is the pulpit at a narrow side of the auditorium?

Is there an organ? Make? Size? Condition?

Are there any folding doors or other openings at either side? At the rear end?

Are there any obstructions preventing the entrance of light and air to both sides of the auditorium?

What furnishing in the chancel remind one that it is a place of devotion and worship?

Is the choir too conspicuously located?

Is the chancel arranged so there can be a processional if desired?

Is the chancel arrangement such as conduces to the development of an orderly service of worship as well as preaching?

Is there a lectern and also a pulpit?

Is there provision for the minister to kneel while leading in prayer?

Is the communion table kept cleared of books, papers, etc?

Is there a room where devotions can be engaged in by choir and minister before each service?

For what services of devotion, worship, or instruction, other than the Sunday session of the Church School and morning and evening service of worship, is the auditorium used?

Must the auditorium be used for Church School session?

By what departments or classes?

IV. CHURCH SCHOOL—

Check the following departments for which separate rooms with solid partitions are provided. Check departments where the area indicated per scholar is provided; if less floor space is provided, indicate the amount.

	Area Required Per Scholar.
Cradle Roll or Nursery Department	15 su. ft.
Beginners Department (ages 3, 4, 5)	15 sq. ft.
Primary Department (ages 6–8)	15 sq. ft.
Junior Department (ages 9–11)	15 sq. ft.
Intermediate Department (ages 12–14)	7 and 9*
Senior Department (ages 15–17)	7 and 6†
Young People's Department (ages 18–24)	10 sq. ft.‡
Adult Department (above 24)	6 to 9

*Assembly room 7 sq. ft. and classrooms 9 sq. ft.

†Using arm chairs.

‡Pews 6 sq. ft. chairs 7 and 9.

Are any of the Beginners, Primary, or Junior classes placed in rooms below grade?

Do any of the above rooms have bare concrete floors?

Are they cheerful and inviting? Kept perfectly clean?

Are the decorations and paint suitable and cleaned?

Are the pictures suitable and in good condition? Is the furniture suited to the size of the occupants of these rooms? Is there a screen for posters, etc., in each room?

For what classes are individual classrooms provided? (With solid partitions.)

Check the following rooms and equipment if provided

Church Parlor. Fireplace. Mothers' Room.

Rooms for social service (Rest rooms, dispensary, day nursery other?)

Boys' Clubroom? Girls' Clubroom?

Library of methods and missions—children's and young people's Library.

Adequate office for minister and staff.

Is the entrance to the educational or recreational section located so that all who enter or leave must pass the administration center?

Minister's study or consultation room.

Leadership Training room.

Reading room.

Museum (historical, art, educational, missionary.)

Is there a chapel or other room suitable for smaller services of worship?

Office equipment, bookcases, tables, filing cabinets, maps, sand tables, etc.

Is there adequate provision for pageants, educational demonstrations, dramatics, etc.?

Are there sufficient blackboards, maps, charts, etc.?

Is there a projection machine for stationary or moving pictures?

Reflectoscope? Can rooms be darkened in daytime?

Is there adequate storage space?

Church vault?

Sufficient cloakrooms and wardrobes?

V. RECREATIONAL AND FELLOWSHIP—

What facilities are provided for recreational and social work?

Give size of rooms and uses for which each is available and list equipment and condition of same.

Are kitchenettes available for rooms smaller than the main dining room?

Showers and lockers? Constanly kept in sanitary condition?

Does the equipment provide adequately for the recreational and social life of the entire constituency?

VI. SERVICE SYSTEM—

Are the following facilities adequate and effective:

Heating Temperature control

Ventilation

Light

Cleaning system

Water supply available to all departments?

Toilet system—well distributed and located? Always in sanitary condition?

Telephones

VII. CONSTRUCTION—

Are any stairways winding—too narrow, or otherwise dangerous?

Any dark passageways or stairs?

Are the stairways and corridors well placed and adequate?

Sufficient passageways for circulation without disturbance of classes or activities?

What is the report of a careful survey of walls, load-bearing supports, trusses, floors, and all elements of the building as to structure, safety in case of fire, etc.?

Any damp, poorly lighted and ventilated basement rooms in use?

Is furnace room fireproofed?

REFERENCES FOR FURTHER READING

"A Complete Guide to Church Building." Chapter XVI. Burroughs.

"Standards for City Church and Educational Plants." *The Architectural Forum*, April, 1924.

"Plant Efficiency Survey." Bureau of Architecture of M. E. Church.

"The Sunday School at Work in Town and Country." Chapter X. Brabham.

SECTION II

CHAPTER SEVENTEEN

EXTERIOR VIEWS AND FLOOR PLANS

Reasons for Showing These.—In any book dealing with plans and arrangements for churches there is always a danger that readers may think erroneously as to why certain plans and views are shown. In the foregoing pages and those which follow, we have shown plans and views which are intended to be thought-provoking only. In some cases the illustrations indicate arrangements which are in common use; in others the arrangements are out of the ordinary and in some instances have not been used. The principles outlined in the various chapters, however, have been in the author's mind throughout and the selections of illustrative matter have been made as far as possible to convey a fuller meaning of the principles.

Furthermore, the illustrated matter in this book is intended to make more concrete the ideas which are being advanced by leaders in religious education. The descriptive matter accompanying the drawings and views shown in this chapter seeks to point out the distinctive features of the buildings. In some instances not all of the floor plans of a given edifice have been used, it being deemed unnecessary in these cases to use all of them.

Suggestions as to Studying the Plans Shown.—It may be that the reader will find the following groupings of various features helpful in studying the plans

given in this section of the book. Much emphasis has been laid upon certain features such as chapels, corridor type classrooms, separate assembly rooms for each age group in Section One, and the purpose of the writer at this point is to call attention to plans which magnify these and other related matters.

CHAPEL ARRANGEMENTS will be found in the following plans: Ground floor plan of the Presbyterian Church, Columbia, S. C., page 190; main floor of First M. E. Church Education Building, Chattanooga, Tenn., page 193; auditorium floor plan of First Baptist Church, Ardmore, Okla., page 197; ground floor plan of First Baptist Church, High Point, N. C., page 212; main floor of Calvary Baptist Church, Jackson, Miss., page 204; ground floor Double T plan shown on page 208; main floor of Suggested Plan for School of 2,000 shown on page 219.

GYMNASIUM AND PLAY ROOMS.—Plot plan of Columbia, S. C., page 189; third floor of Central Methodist Church, Knoxville, Tenn., page 216; ground floor of First Methodist Church, Charlotte, N. C., page 225; second floor of First Baptist Church, High Point, N. C., page 213.

CORRIDOR TYPE CLASSROOMS.—Second floor of first Baptist Church, Gadsden, Ala., page 186; ground floor, main floor, and second floor of First Baptist Church, High Point, N. C., pages 212 and 213; ground floor, main floor, and second floor of Suggested Plan for School of 2,000, pages 219-221; ground floor, main floor, and third floor of First Methodist Church, Charlotte, N. C., pages 225 and 226.

OFFICES.—Floor plan for building of 225, page 174; first floor and third floor, First M. E. Church, Chatta-

nooga, Tenn., pages 193 and 195; ground floor of First Presbyterian Church, Columbia, S. C., page 190; auditorium floor plan of First Baptist Church, Ardmore, Okla., page 197; main floor plan of Calvary Baptist Church, Jackson, Miss., page 206; auditorium floor plan for L-shaped building 700 capacity, page 179; ground floor plan Double T-shaped building, page 208; main floor of Suggested Floor Plan for School of 2,000, page 219; first floor of First Baptist Church, Dallas, Tex., page 230.

MEZZANINE FLOOR ARRANGEMENTS.—Fifth and sixth floors of First Baptist Church, Dallas, Tex., page 232; plan showing upper part of auditorium floor of First Baptist Church, Ardmore, Okla., page 197.

COMBINATION ASSEMBLY AND SOCIAL ROOMS.—Ground floor of East Lake Methodist Church, Chattanooga, Tenn., page 175 (this is a combination arrangement with the three adolescent groups and the social hall); first floor of Columbia, S. C., Presbyterian Church, page 189 (this is a combination of the gymnasium and the social hall); auditorium of Central Methodist Church, Knoxville, Tenn., page 215 (this is a combination of the adult assembly and the social hall); ground floor plan of Calvary Baptist Church, Jackson, Miss., page 205 (this is a combination of the social hall with the assembly of the Young People's Department); ground floor plan of Double T-shaped building, page 208 (this is a combination of the adult assembly and the social hall). Ground floor plans for the First M. E. Church, Chattanooga, Tenn., page 192, and the First Methodist Church, Charlotte, N. C., page 225, show so-

cial halls not used in combination with department assemblies.

CAUTIONS.—Perhaps it is well to repeat a caution which has been incorporated in one way or another at several places in the preceding pages. Building committees and architects may and, it is hoped, will find the plans and exteriors suggestive as to arrangements and as to types. But it is far from the author's wish or thinking that any of these should be taken bodily and used in any given place. Such a use of these illustrations will prove unsatisfactory and most likely bring disastrous results. Every building constitutes a situation of its own and requires most careful thought and study in the light of all the local needs and possibilities.

Some of the views herewith given are shown for the first time and are entirely new. Some of them are of buildings now in use or under construction. This limited number of buildings naturally fails to exhaust the great work being done throughout the nation. The work of many architects might well be illustrated and the pages of this volume greatly extended, but the restrictions naturally imposed have made this impossible beyond a reasonable degree.

OTHER BUILDINGS WORTH VISITING.—In addition to the buildings referred to in other pages the following are a few of those which contain features well worth viewing and studying:

First Baptist Church and Education Building, Dallas, Tex.

First Christian Church, Birmingham, Ala. (Educational Building).

First Methodist Church, Chapel Hill, N. C.

First Presbyterian Church, Columbia, S. C.

First Methodist Church, Charlotte, N. C.

First Baptist Church, Jacksonville, Fla. (Educational Building).

McFarlin Memorial Methodist Church, Norman, Okla.

First Baptist Church, Richmond, Va.

First Presbyterian Church, Amarillo, Tex.

First Presbyterian Church, Pasadena, Calif.

Trinity Methodist Episcopal Church, Springfield, Mass.

First Methodist Church, Charlottesville, Va.

First Christian Church, Oklahoma City, Okla.

State Street Methodist Church, Bowling Green, Ky. (Educational Building).

Scarritt College Chapel, Nashville, Tenn.

First Baptist Church, Columbus, Ga.

First Methodist Church, Williamsburg, Va.

St. Mark's Episcopal Church, Richmond, Va.

Congregational Church, Wellesley, Mass.

First Methodist Educational Building, Corpus Christi, Tex.

Buncombe Street Methodist Church, Greenville, S. C.

Central Methodist Church, Asheville, N. C.

Independent Presbyterian Church, Birmingham, Ala.

First Baptist Church, Amarillo, Tex.

First Baptist Church, Winston-Salem, N. C.

First Baptist Church, Knoxville, Tenn.

Crescent Hill Methodist Church, Louisville, Ky.

Broadway Methodist Church, Indianapolis, Ind.

Lake Avenue Baptist Church, Rochester, N. Y.

Citadel Square Baptist Church, Charleston, S. C.

St. John's Methodist Church, Rock Hill, S. C.

Highland Presbyterian Church, Louisville, Ky.

Highland Park Methodist Church, Dallas, Tex.

Presbyterian Church, Overbrook, Pa.

First Baptist Church Educational Building, San Angelo, Tex.

First Baptist Church Educational Building, Fort Smith, Ark.

First Methodist Church, Los Angeles, Calif.

Riverside Presbyterian Church, Jacksonville, Fla.

Riverside Baptist Church, Jacksonville, Fla.

Thoburn Chapel, Meadville, Pa.

Methodist Church, Woodside, Md.

Trinity Methodist Church, Petersburg, Va.

Trinity Methodist Church, Grand Rapids, Mich.

Idlewild Presbyterian Church, Memphis, Tenn.

First Methodist Church, Tulsa, Okla.

Boston Avenue Methodist Church, Tulsa, Okla.

West End Methodist Church, Nashville, Tenn. (Educational Building).

Immanuel Baptist Church, Nashville, Tenn. (Educational Building.)

First Baptist Church, Chattanooga, Tenn. (Educational Building).

REMODELED CHURCHES

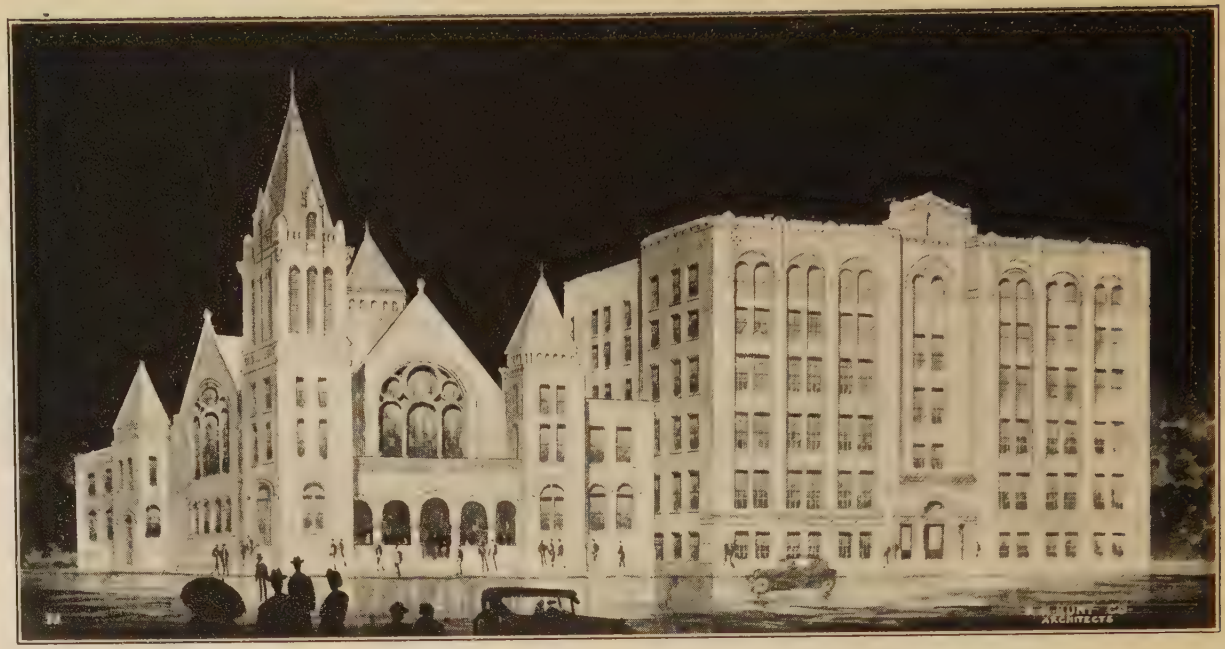
First Baptist Church (main auditorium), Dallas, Tex.

Central Methodist Church, Asheville, N. C.

First Baptist Church, San Angelo, Tex.

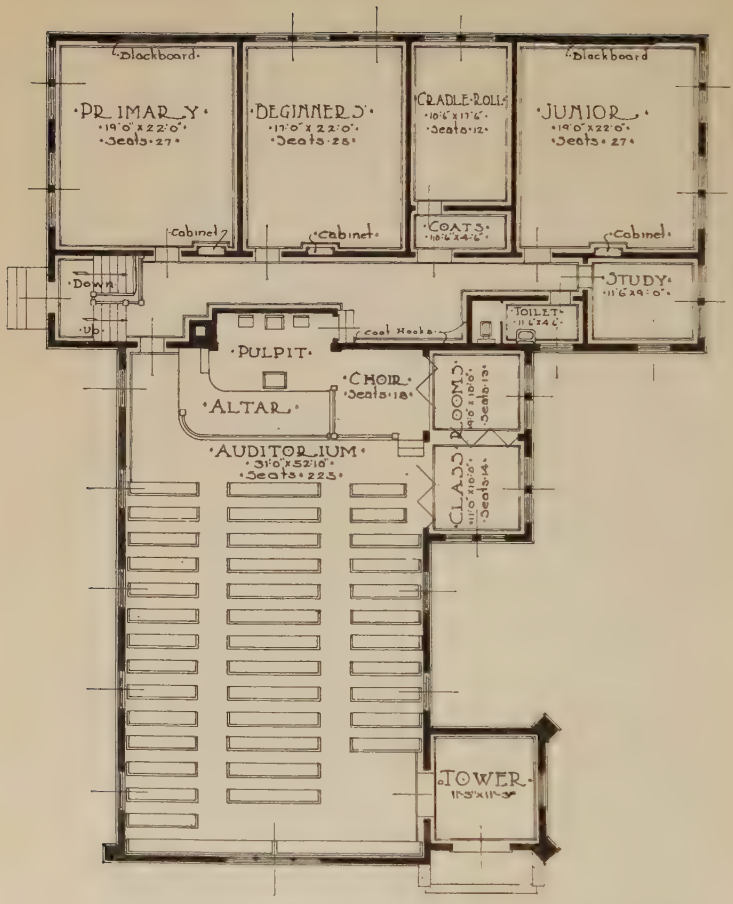
First Presbyterian Church, Columbia, S. C.

Trinity Methodist Church (small), Chattanooga, Tenn.



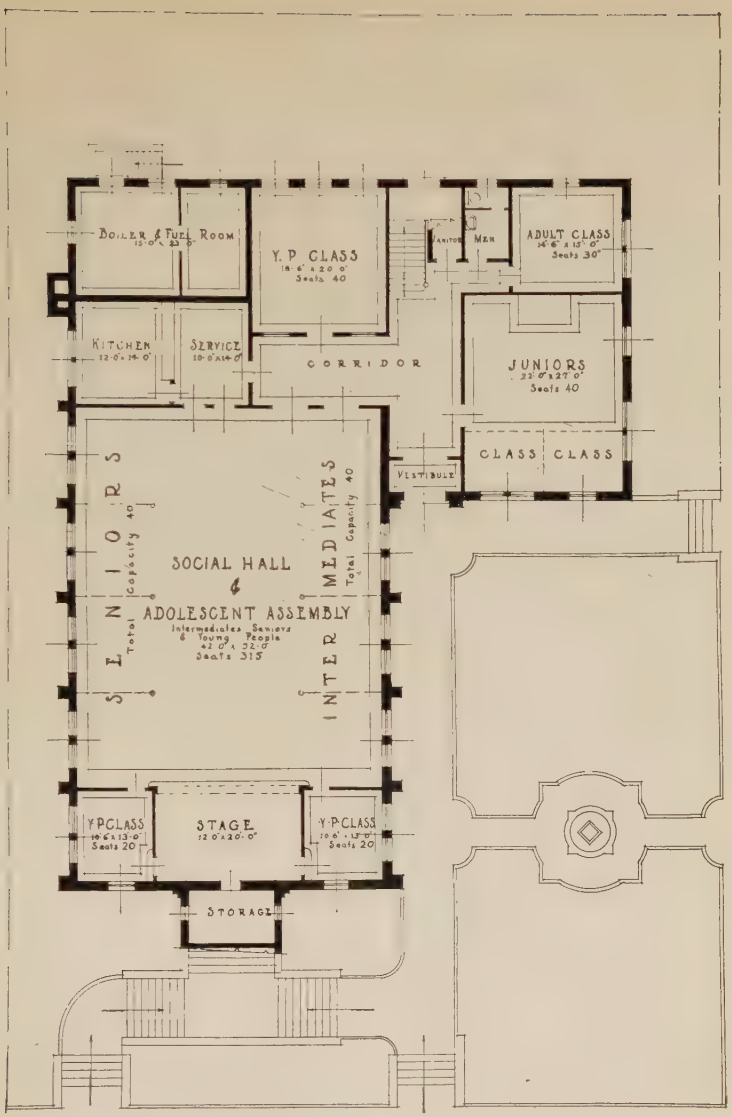
FIRST BAPTIST CHURCH, JACKSONVILLE, FLA.

The auditorium shown was erected a good many years ago; the education building is new. This six-story building is used entirely by the Church for its work except that a portion of the ground floor is operated as a cafeteria for revenue. Double elevator service is maintained; the building is fire-proof and arranged for complete departmental work.



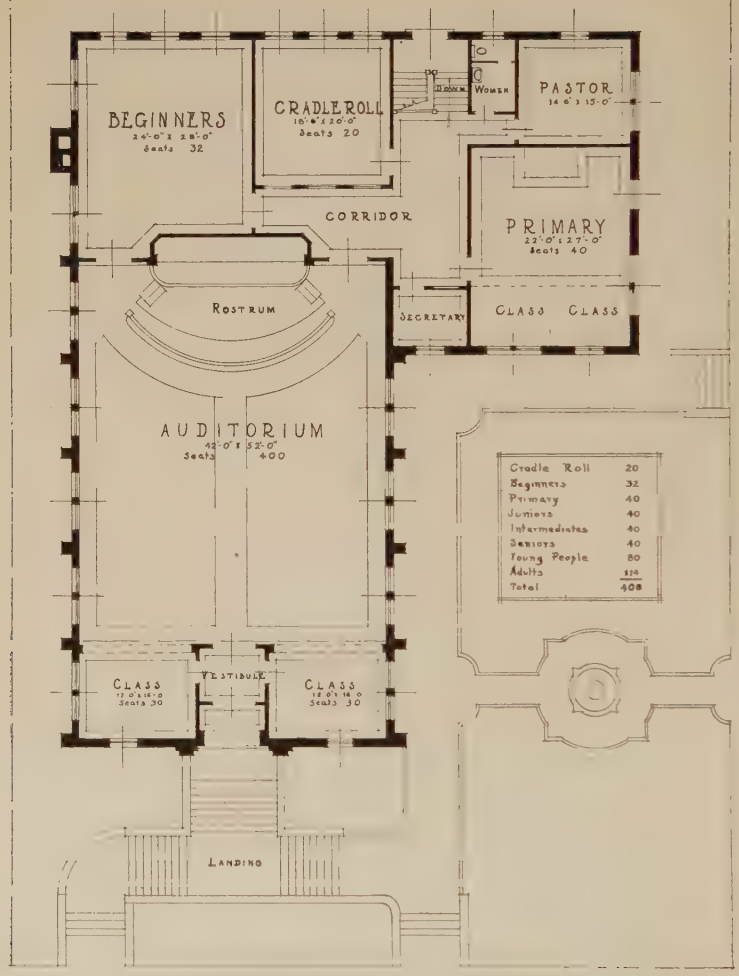
FLOOR PLAN FOR BUILDING ACCOMMODATING 225

The floor plan shown above accompanies the perspective shown on the preceding page. Note the provision made for separate department rooms for the groups below twelve years of age. The Primary and Junior Department rooms follow the plan of no class rooms for groups as small as those indicated. The tower feature is of pleasing design. The two class rooms opening into the main auditorium are intended for Intermediates and Seniors. All other classes meet in the main auditorium. Plan by the Board of Church Extension, Louisville, Ky.



EAST LAKE METHODIST CHURCH, CHATTANOOGA, TENN.
GROUND FLOOR PLAN

Note the following: The general shape of the building is an "L"; the social hall is arranged so as to be used as an assembly for the three adolescent groups. The arrangement is for an organization of about 400 members.



EAST LAKE METHODIST CHURCH, CHATTANOOGA, TENN.
MAIN FLOOR PLAN

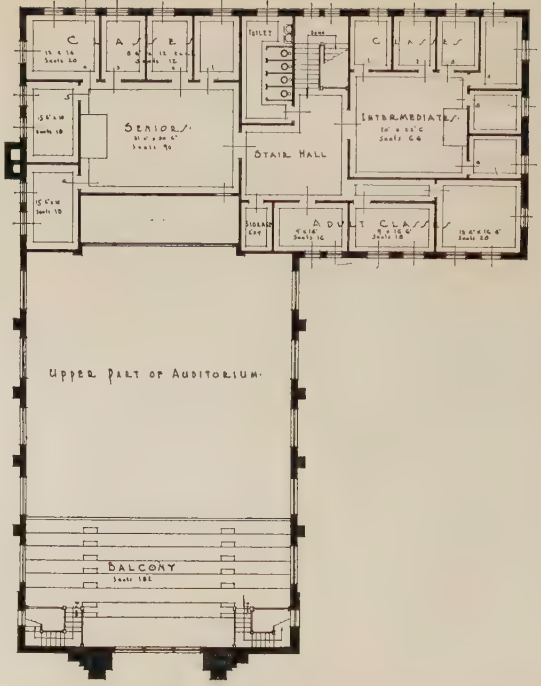
Observe the following points: The auditorium seats 400; on this floor ample provision is made for complete separation of the Cradle Roll, Beginner, and Primary groups; offices for the secretary and for the pastor are shown. Two class rooms are provided at the front of the auditorium, these being arranged to be opened by folding doors when needed as additional auditorium space.

PERSPECTIVE FOR SMALL CHURCH

Courtesy Architectural Department, Board of Church Extension, Louisville, Ky.

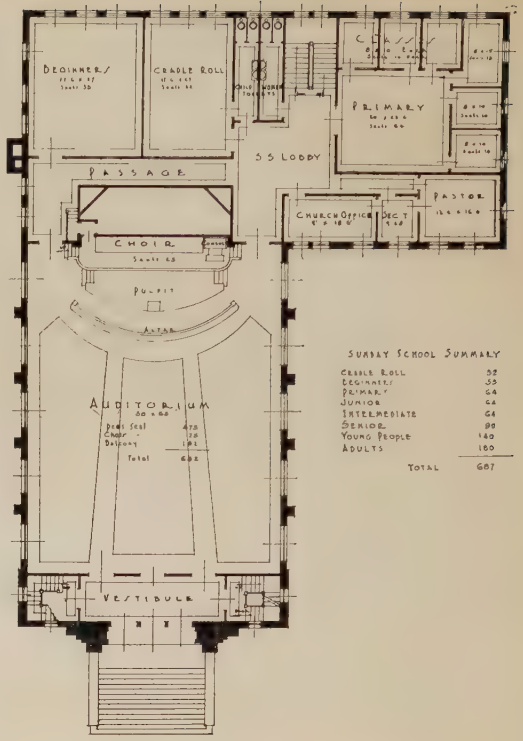
EAST LAKE M. E. CHURCH, SOUTH, CHATTANOOGA, TENN.

This small church has provision for an auditorium seating 1000 department rooms for the younger groups and combination department plans for the older groups. The front step arrangement was forced because of the shallowness of the lot. The cost of the structure was about $35,000.



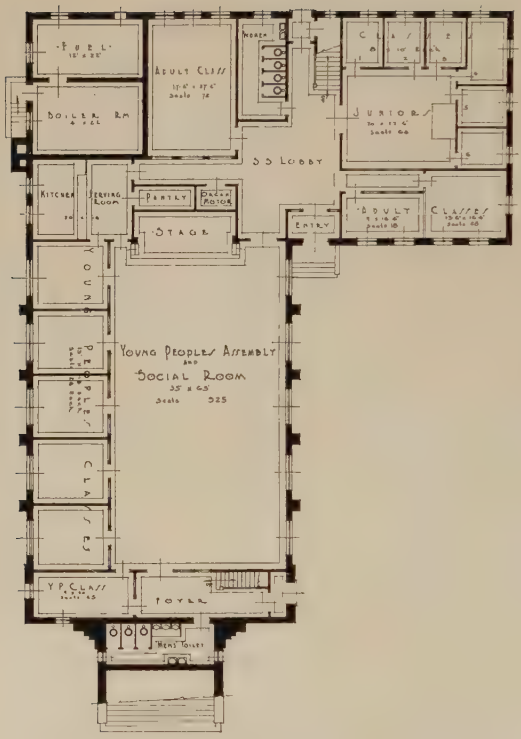
"L" SHAPED BUILDING OF 700 CAPACITY
BALCONY FLOOR PLAN

No exterior is shown for this plan, but the one for El Dorado Church is one suggested treatment.



"L" SHAPED BUILDING OF 700 CAPACITY
AUDITORIUM FLOOR PLAN

Cradle Roll, Beginner, and Primary Department groups are located on this floor.

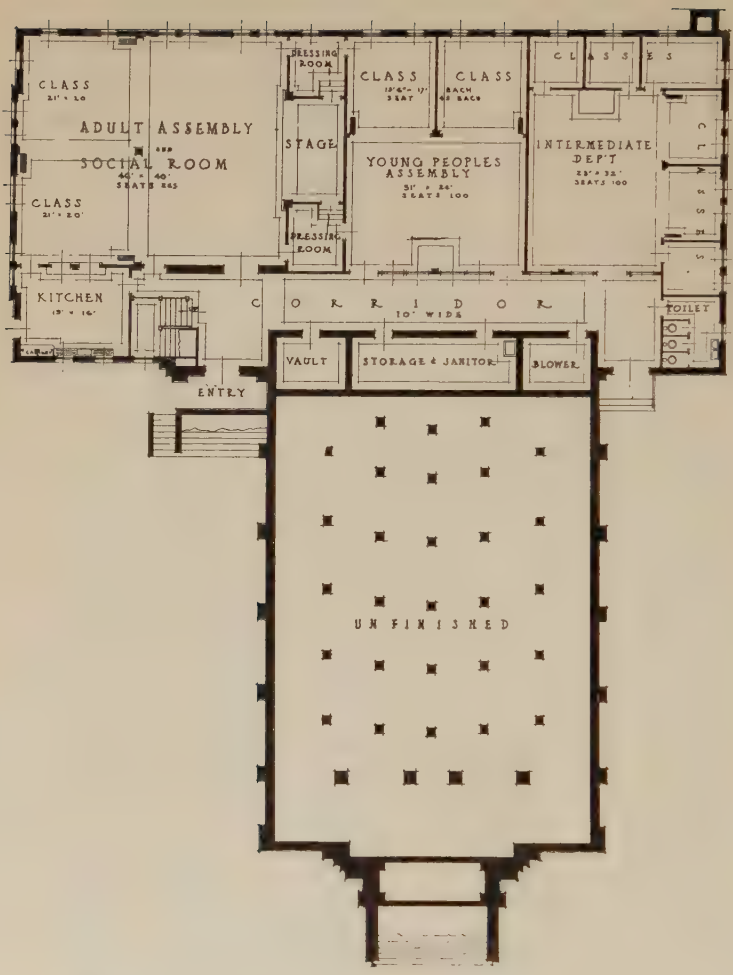


"L" SHAPED BUILDING OF 700 CAPACITY
GROUND FLOOR

This building is arranged for 700 persons in the main auditorium and a like number in the education parts of the structure. On this floor the assembly for the Young People is arranged for use as the social hall. The kitchen and serving room are well placed. Several Adult class rooms are shown for use in connection with the floor above. The building is roughly estimated to cost $75,000.

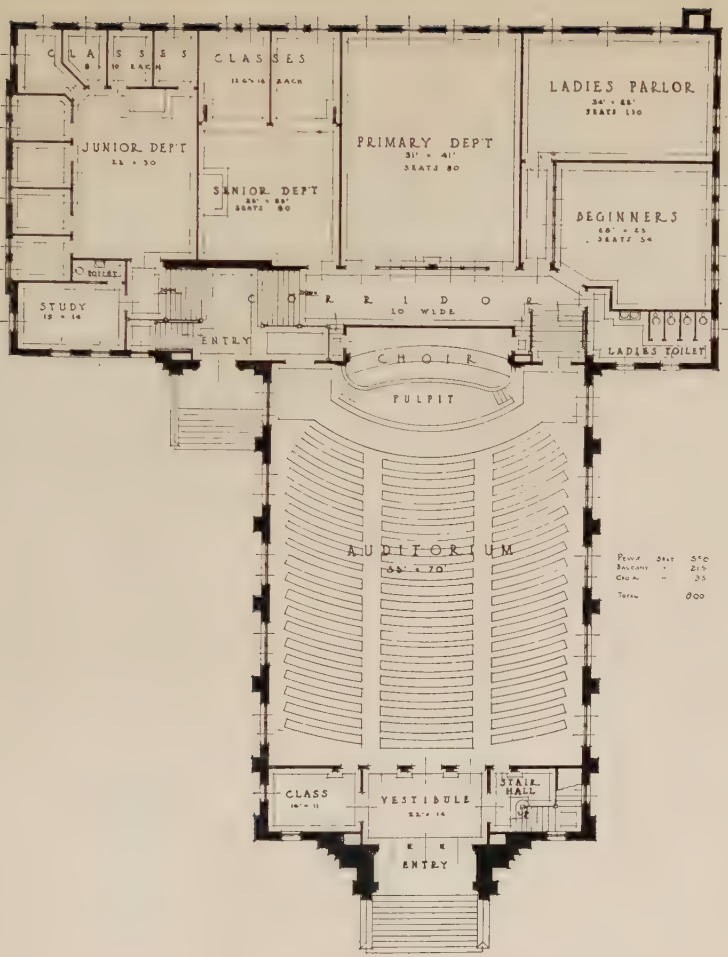
FIRST PRESBYTERIAN CHURCH, EL DORADO, ARK.

This "L" shaped building provides especially for cross ventilation and full light in all parts; note that the ground floor of the education building is entirely above grade, while the basement under the main auditorium is provided with full length windows and a side entrance.



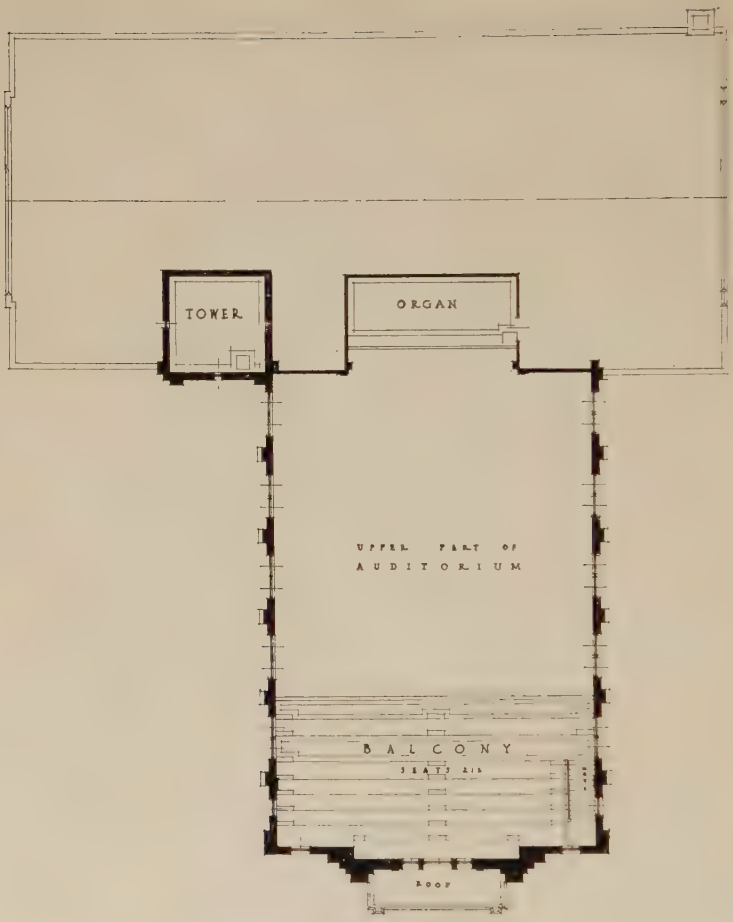
A CHURCH OF 800 CAPACITY
FIRST PRESBYTERIAN CHURCH, EL DORADO, ARK.
GROUND FLOOR PLAN

This building was erected in 1926. It has a capacity of about 800 in the main auditorium and 1,000 in the Sunday school. The auditorium unit does not have a basement; the Sunday school arrangement is two stories in height.



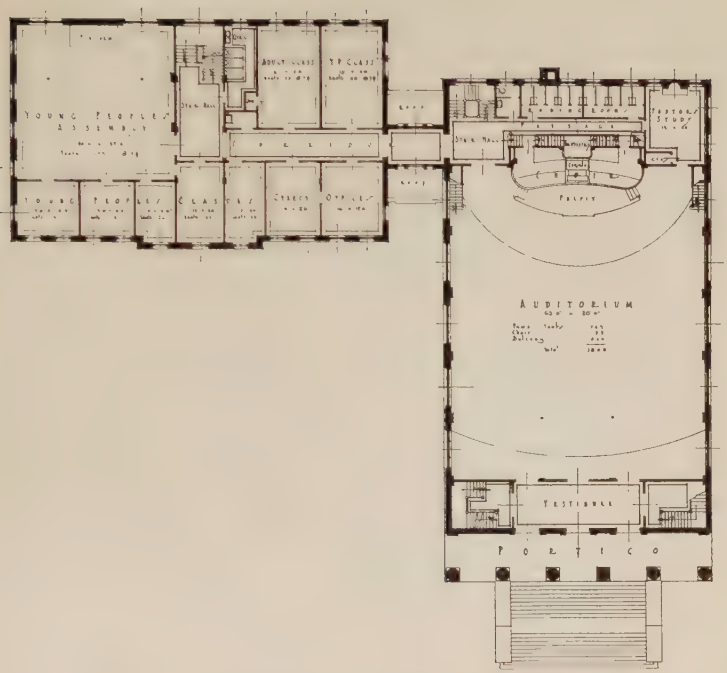
A CHURCH OF 800 CAPACITY
FIRST PRESBYTERIAN CHURCH, EL DORADO, ARK.
AUDITORIUM FLOOR

Observe the rectangular shape of the auditorium 55x70. The general shape of the stucture is "T." The Senior Department is not as desirably arranged as it should be; the Junior room is entirely closed and is dependent on borrowed light through the class rooms.



A CHURCH OF 800 CAPACITY
FIRST PRESBYTERIAN CHURCH, EL DORADO, ARK.
BALCONY FLOOR PLAN

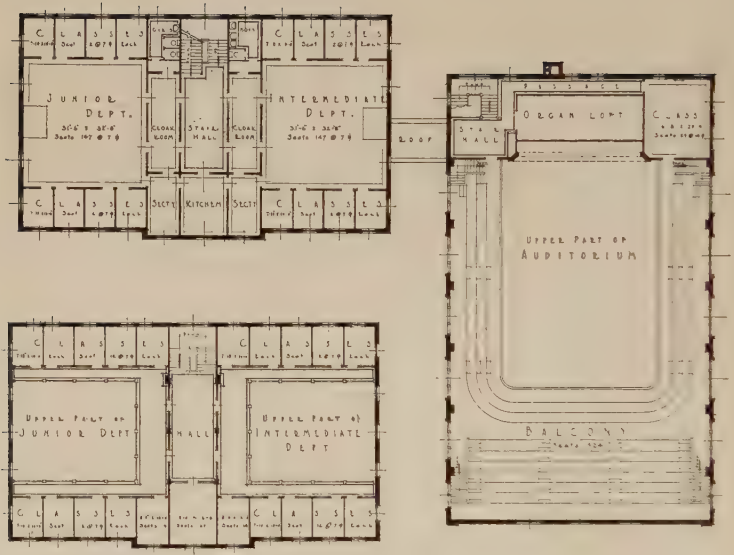
The balcony extends across the rear of the auditorium only. The auditorium being only 55 feet wide, side balconies would have overcrowded the main floor seating space too greatly, hence the architects wisely omitted them. A minimum of 65 feet in width is required for side balconies.



R. H. HUNT COMPANY
ARCHITECTS

FIRST BAPTIST CHURCH
GADSDEN ALABAMA

FIRST FLOOR PLAN

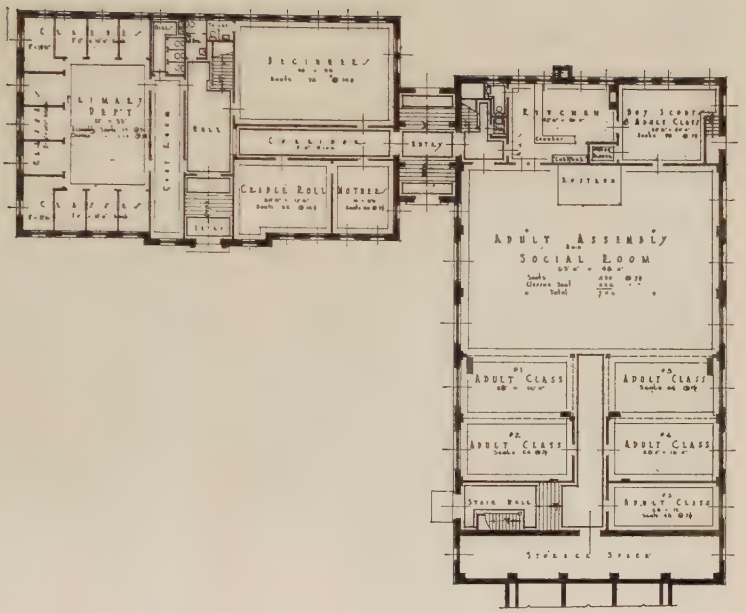


MEZZANINE PLAN & S.S. BUILDING

R. H. MUNY COMPANY
ARCHITECTS
Contractors — Dallas

FIRST BAPTIST CHURCH
GADSDEN ALABAMA

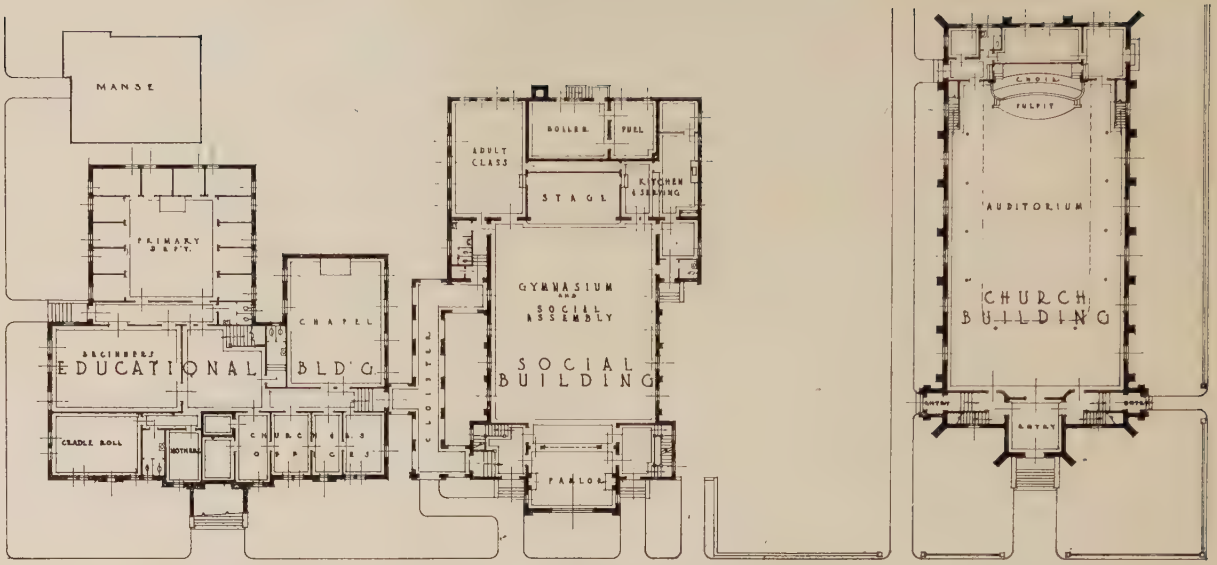
SECOND FLOOR PLAN
SCALE 1/8" = 1'-0"



L. H. Hurt Company Architects Chattanooga Dallas	First Baptist Church Gadsden Alabama	Ground Floor Plan Scale 1/8" = 1'-0"

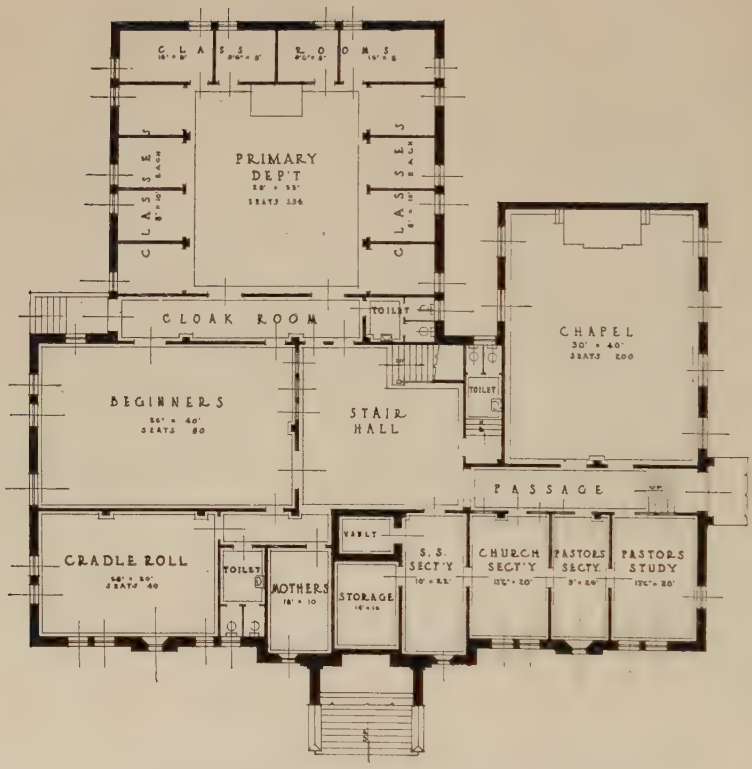
FIRST PRESBYTERIAN CHURCH, COLUMBIA, S. C.
EDUCATION BUILDING

This new building is one of a group of four buildings constituting the Church property. The accompanying plans show the relation of the buildings. Note the photograph showing the ground floor on grade level.



FIRST PRESBYTERIAN CHURCH, COLUMBIA S. C.
PLOT PLAN

In this arrangement the main auditorium was remodeled; an old parish house was converted into a modern social building with a gymnasium; and an entirely new education building was erected. R. H. Hunt Company and LaFaye & LaFaye were the associated architects.

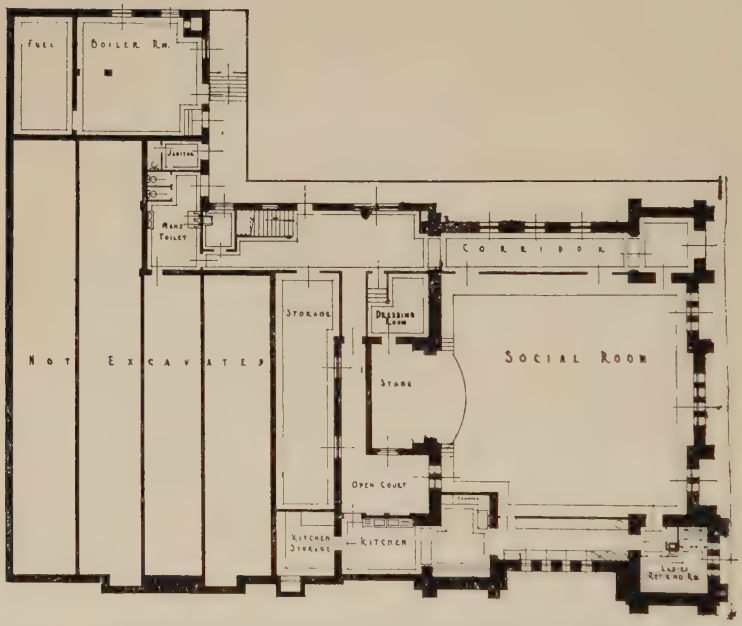


FIRST PRESBYTERIAN CHURCH, COLUMBIA, S. C.
EDUCATION BUILDING, GROUND FLOOR PLAN

Observe: The chapel seating 200; excellent administrative offices; vault; storage room; toilet facilities; rooms for Cradle Roll, Beginner, and Primary groups; broad stair hall. This floor is reached through main corridor above on the main floor, the plan not being included herewith.

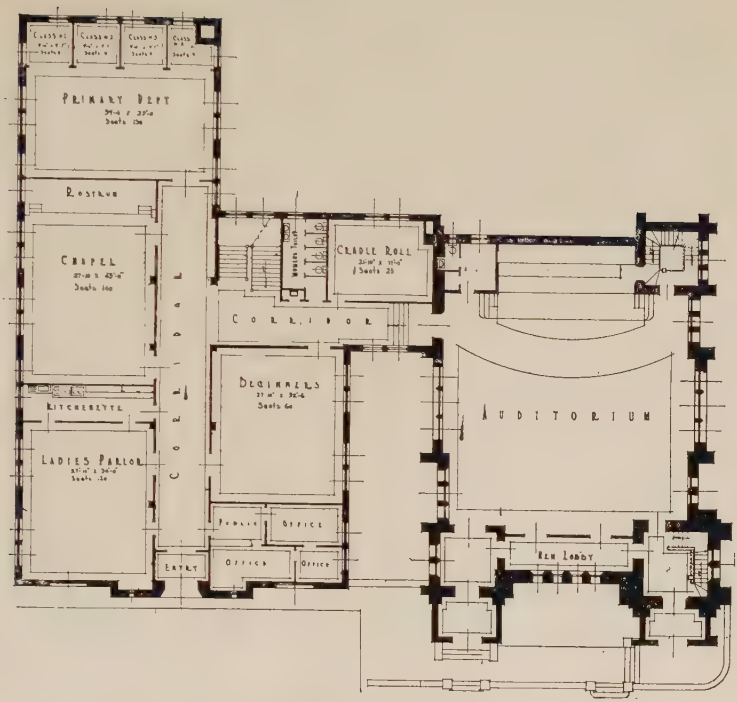
FIRST PRESBYTERIAN CHURCH, COLUMBIA, S. C.
EDUCATION BUILDING, SECOND FLOOR PLAN

Observe the following: Unusually good arrangements for the Young People and the Senior Departments; Kitchenette serving both of these departments; several detached class rooms which may be used by either department as needed.



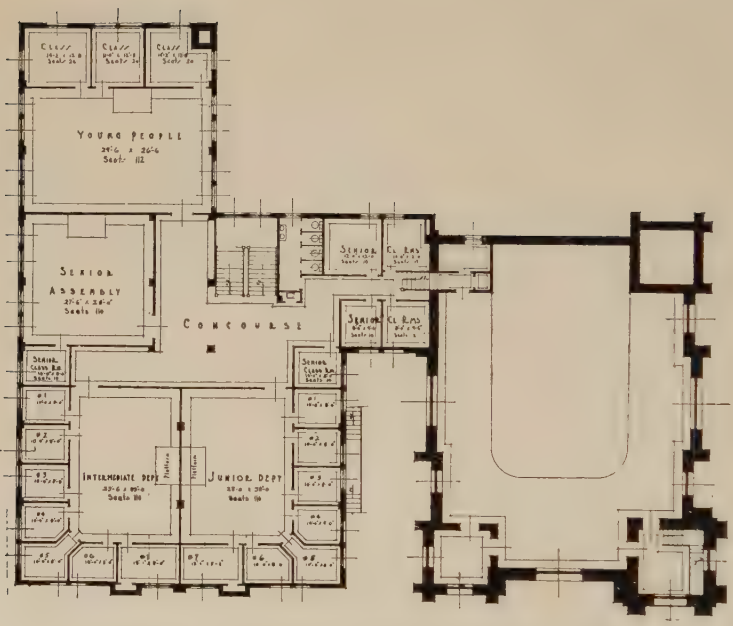
FIRST M. E. CHURCH, CHATTANOOGA, TENN.
GROUND FLOOR UNDER MAIN AUDITORIUM

The problem here was to relate the ground floor of the existing building to the new Parish House; it will be observed that a small open court was established to good advantage. This social room is used as an adult department assembly. Note the connection with the new building providing for the fuel and boiler rooms.



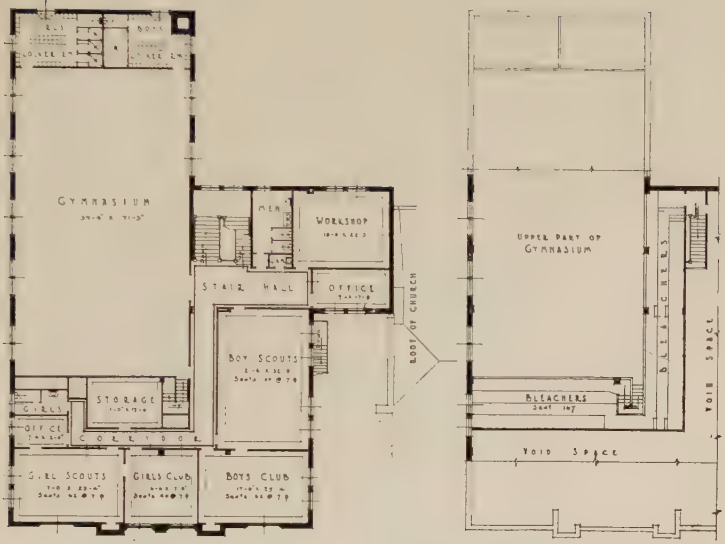
FIRST M. E. CHURCH, CHATTANOOGA, TENN.
MAIN FLOOR PLAN

The main auditorium unit shown is of an old building, the exterior being of stone. The new unit is of brick. The parlor is shown in a photograph. The chapel is an attractive feature, being very churchly in its arrangement. The Beginner Department room opens on a court between the two buildings. The administrative offices are also shown on this floor. The corridor is twelve feet wide.



FIRST M. E. CHURCH, CHATTANOOGA, TENN.
SECOND FLOOR PLAN

Note the following points: Connection to the balcony of the main auditorium; detached class rooms for the Seniors; class rooms vary in size; broad concourse; absence of supporting columns in all assembly rooms; cross ventilation and full lights in the Young People's and Senior assembly rooms.

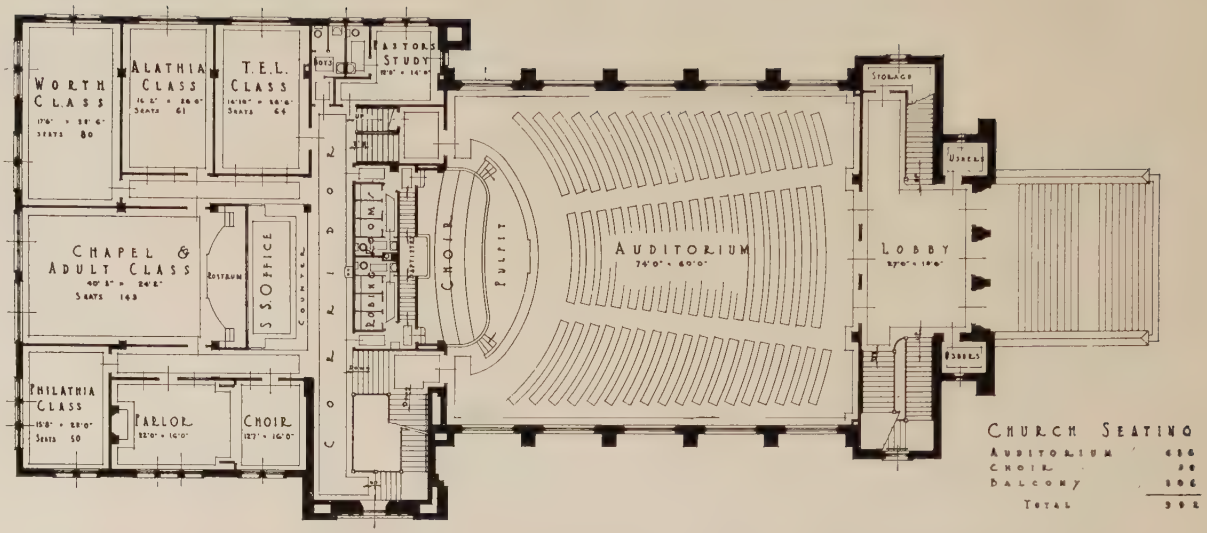


FIRST M. E. CHURCH, CHATTANOOGA, TENN.
THIRD FLOOR PLAN, AND MEZZANINE

Observe the following points: Gymnasium practically 40x71, making possible basket ball; showers and lockers for both sexes; storage room for apparatus; club rooms; Scout rooms; offices for supervisors of recreation; bleachers on one side and at one end. This building was completed in 1927.

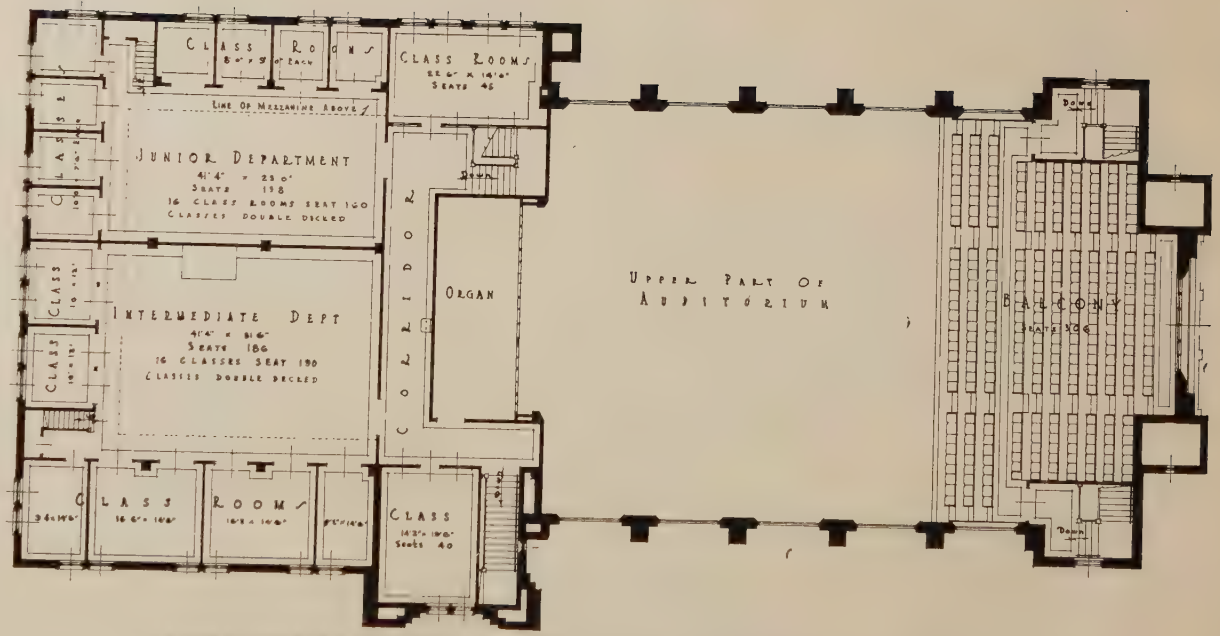
FIRST BAPTIST CHURCH, ARDMORE, OKLA.

This building was completed in 1928 at a cost of about $125,000. The problem involved a rather narrow lot in proportion to the depth. The floor plans are shown on succeeding pages.



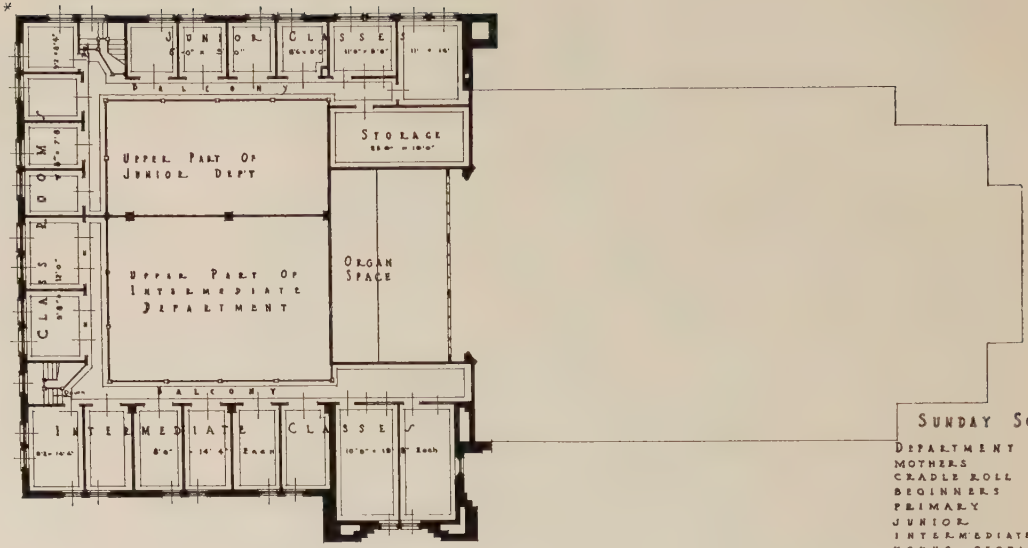
FIRST BAPTIST CHURCH, ARDMORE, OKLA., AUDITORIUM FLOOR PLAN

The main auditorium with the choir and balcony accommodates 1,000. The Adult Department assembles in the main auditorium. Choir room, parlor, offices, and pastor's study are on this floor. The ground floor is not shown; on this floor the groups below nine years of age are provided for; also the Young People and the general social hall.



FIRST BAPTIST CHURCH, ARDMORE, OKLA., UPPER PART OF AUDITORIUM

The balcony accommodates 306. The Junior and Intermediate Departments occupy the rear part of the building. Note the varying size of class rooms and the stairs leading to the mezzanine floor.



SUNDAY SCHOOL CAPACITY

DEPARTMENT		ASSEMBLY SEATS
MOTHERS		32
CRADLE ROLL		30
BEGINNERS		88
PRIMARY	16 CLASSES	188
JUNIOR	-	160
INTERMEDIATE	- -	186
YOUNG PEOPLE &	-	306
ADULT		400
	TOTAL	1340

FIRST BAPTIST CHURCH, ARDMORE, OKLA.
MEZZANINE ARRANGEMENT

The Sunday school capacity schedule indicates provision for 1,340. The main auditorium seats 1,000; this difference was made by special request of the building committee.

FIRST BAPTIST CHURCH, DURHAM, N. C.

This building was completed in 1928 at a cost of about $250,000. The floor plan is not included herewith but shows a completely departmentized arrangement. For congregations preferring a classic type of architecture this building is very suggestive. The auditorium and the education departments each care for 1,500.

SIXTH AVENUE PRESBYTERIAN CHURCH, BIRMINGHAM, ALA.

This building has an auditorium capacity of 1,200 and a like accommodation for the other work of the church. The cost was approximately $235,000; it was completed late in 1925. This building was largely used by the International Sunday School Council in 1926 and attracted much favorable attention. The wing shown in the photograph is matched by a corresponding one on the other side, there being an open court between.

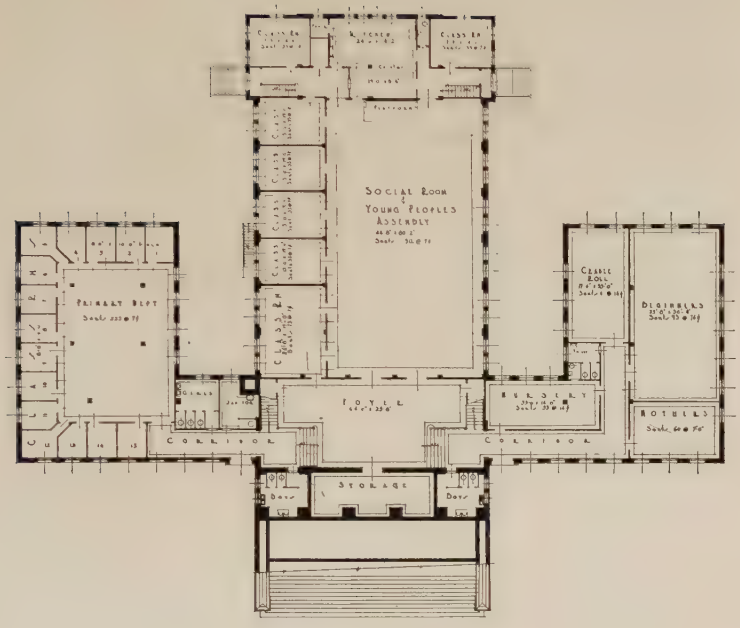
EDUCATION BUILDING, FIRST M. E. CHURCH, SOUTH, CORSICANA, TEX.

TRINITY M. E. CHURCH, SOUTH, DURHAM, N. C.

This building is designed by Cram and Ferguson, architects; the main auditorium is of the cathedral type and all the furnishings in strict conformity. The education building is connected by means of a cloister on the auditorium level and by corridors on the ground floor. The building was completed in 1925. The auditorium unit is of stone; the rest is of brick with stone trim.

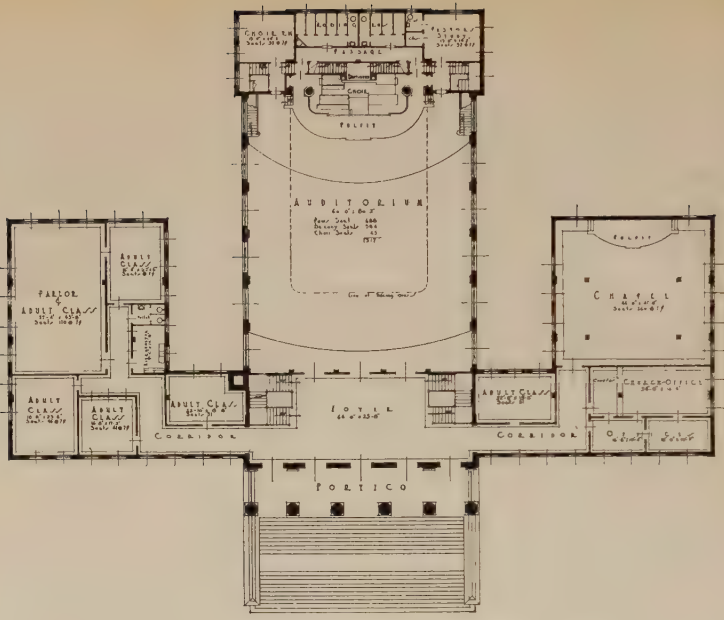
PERSPECTIVE STUDY FOR UNIFIED BUILDING

This design was one of several studies for Calvary Baptist Church, Jackson, Miss. The design used is not identical with the photograph shown herewith, but is along similar lines. See floor plans for details.



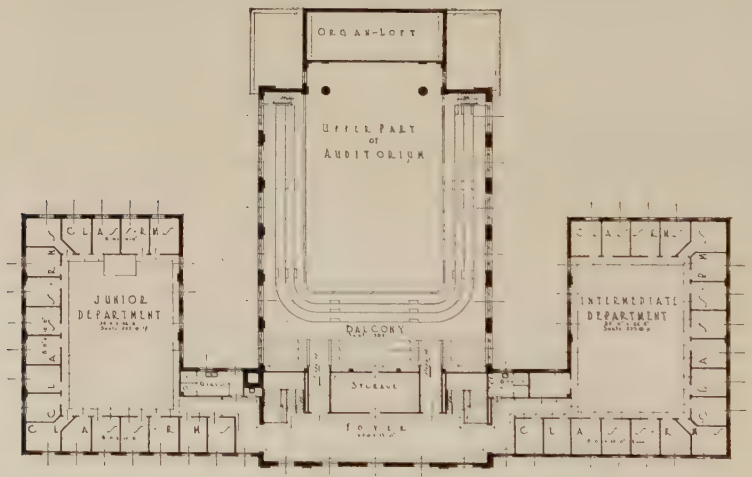
CALVARY BAPTIST CHURCH, JACKSON, MISS.
GROUND FLOOR PLAN

This plan indicates a reversed "T" form of arrangement. The problem was to place the rooms for educational work to the front and easy of access to the main body of the building.



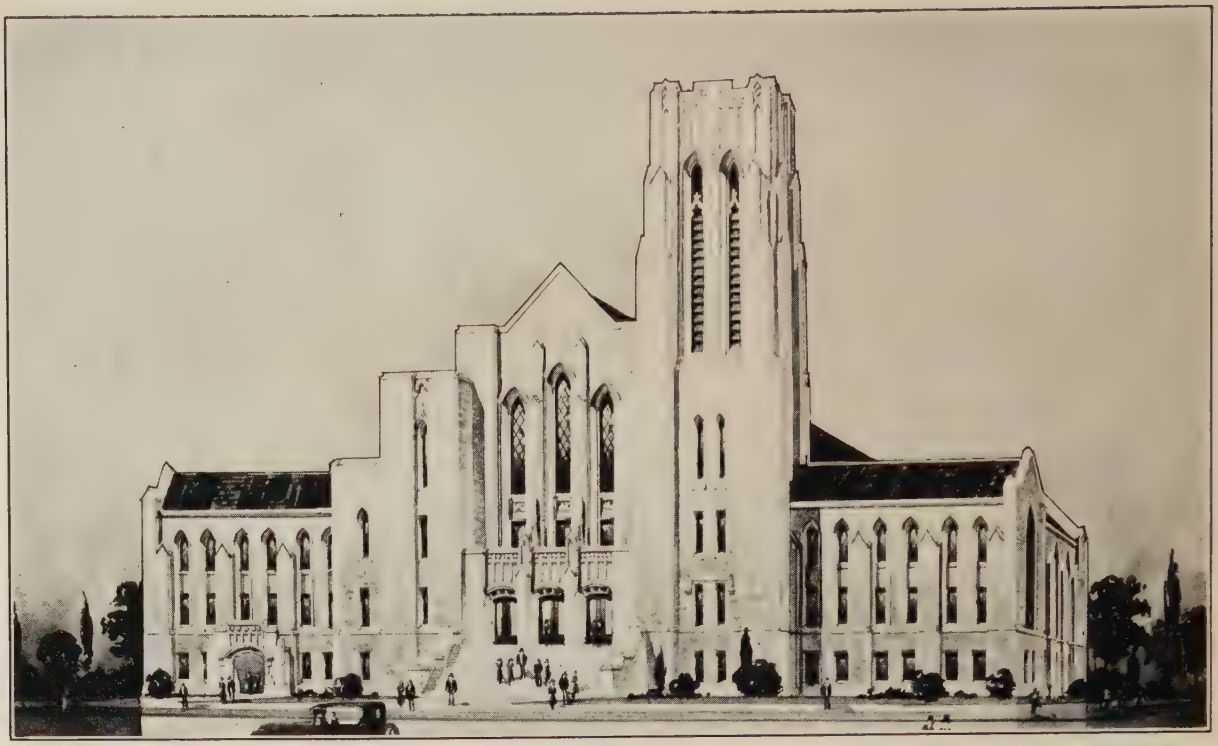
CALVARY BAPTIST CHURCH, JACKSON, MISS.
MAIN FLOOR PLAN

Observe the following points: Large chapel seating 260; parlor seating 170; nearness of large adult class rooms to the main auditorium; choir room; robing rooms; baptistry; wide foyer and corridors; double stairways; the double open court effect.



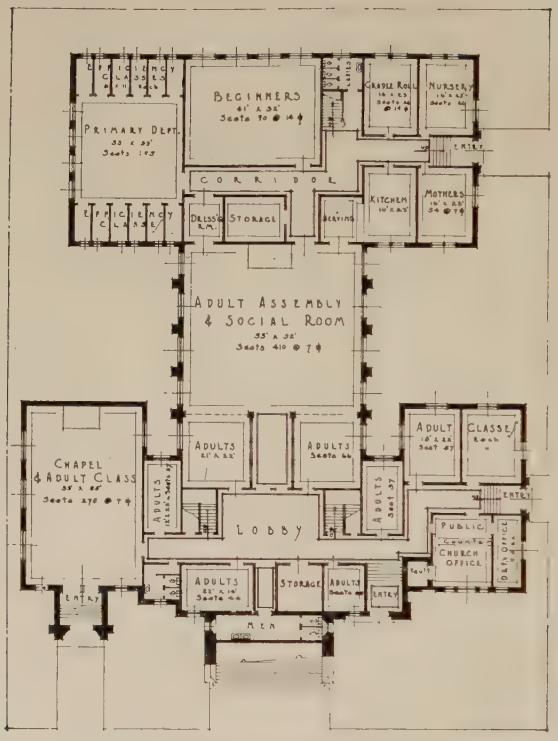
CALVARY BAPTIST CHURCH, JACKSON, MISS.
SECOND FLOOR PLAN

Observe the open side of the Junior and Intermediate Department assemblies; the compactness of the entire plan; the accessibility of the balcony to the department rooms; storage and foyer space beneath the upper part of the balcony; the balcony on three sides of the auditorium.



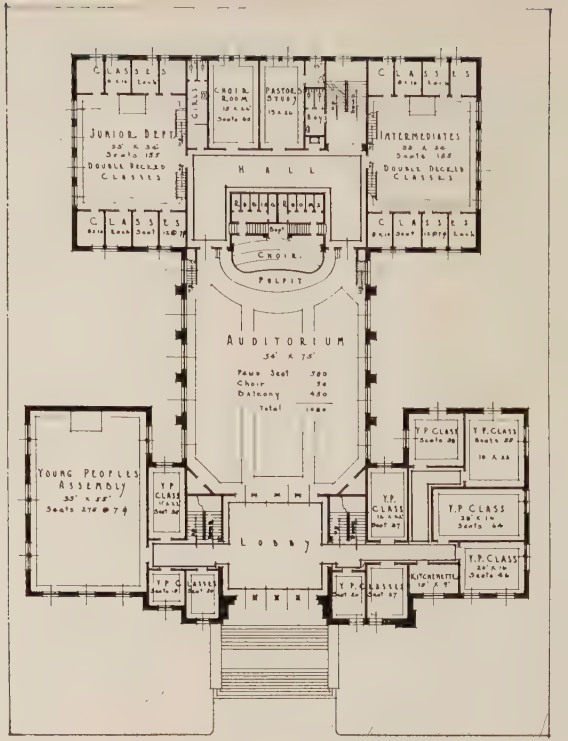
GOTHIC DESIGN FOR UNIFIED BUILDING

This design was made for a congregation considering the double "T" form of structure. The floor plans herewith shown indicate the general layout very graphically. The plan has not been used, but offers interesting possibilities.

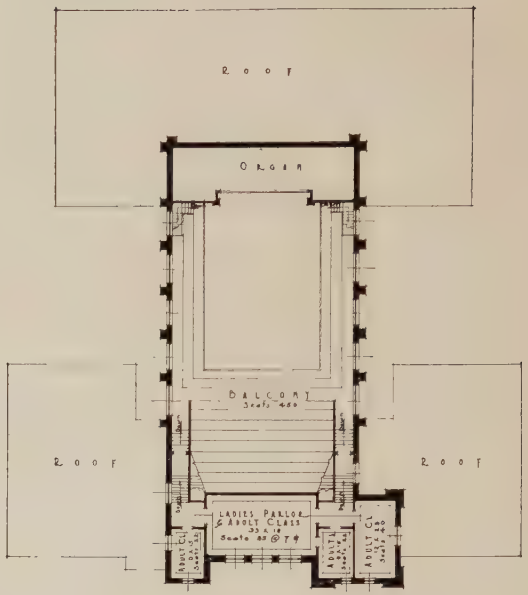


FLOOR PLAN FOR DOUBLE "T" ARRANGEMENT
GROUND FLOOR

This plan affords an interesting basis for the study of an unusual layout. It has much to be said in its favor, but the exterior treatment calls for great skill. The Primary Department shows the use of what Dr. F. E. Burroughs of the Southern Baptist Sunday School Board terms the "efficiency class room." It is built along the lines of a breakfast room, being about ten feet deep and five and a half feet wide.



FLOOR PLAN FOR DOUBLE "T" ARRANGEMENT
AUDITORIUM FLOOR



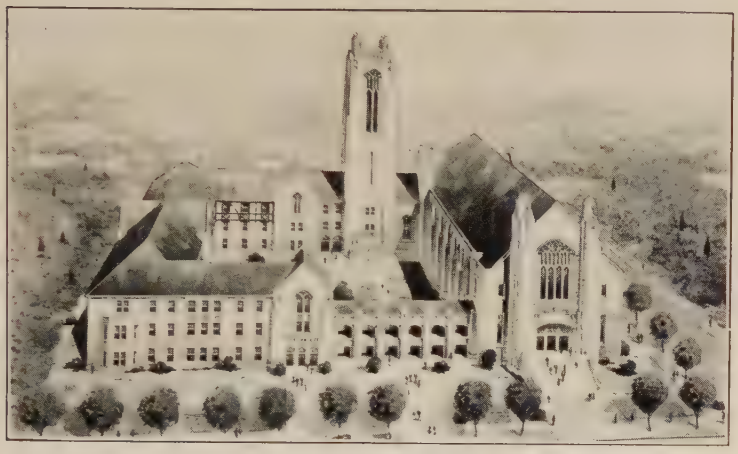
FLOOR PLAN FOR DOUBLE "T" ARRANGEMENT
BALCONY FLOOR

Observe the following: The entire front of the building wings is devoted to the Young People. The assembly is on one side of the auditorium lobby and the class rooms on the other. At the rear space is provided for pastor's study, choir room, Junior and Intermediate Departments. This plan places all assemblies and class rooms on two floors although a few extra rooms are provided on the balcony floor level. Under this plan the Adults meet in the main auditorium. No Senior Department is provided as the plan was made for a Southern Baptist congregation and the grouping is different from that usually followed.

The balcony extends on three sides. Observe the location of extra Adult classes and the ladies' parlor.

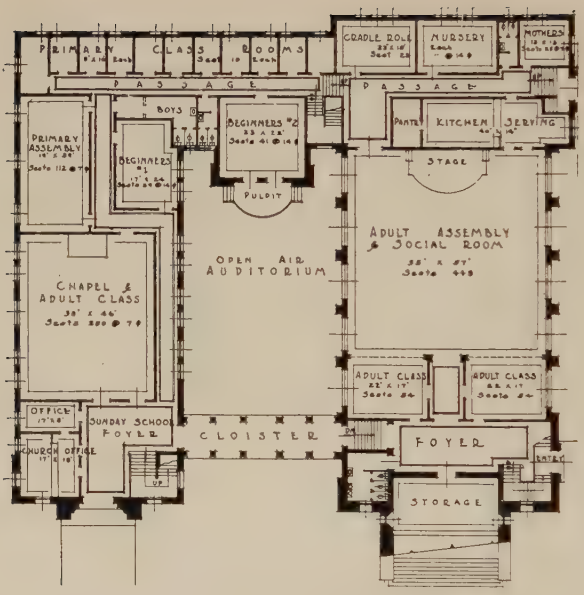
PERSPECTIVE FOR TWO-UNIT BUILDING

This is a perspective study for a two-unit building which has never been used. No floor plans are shown with this structure although they are available.



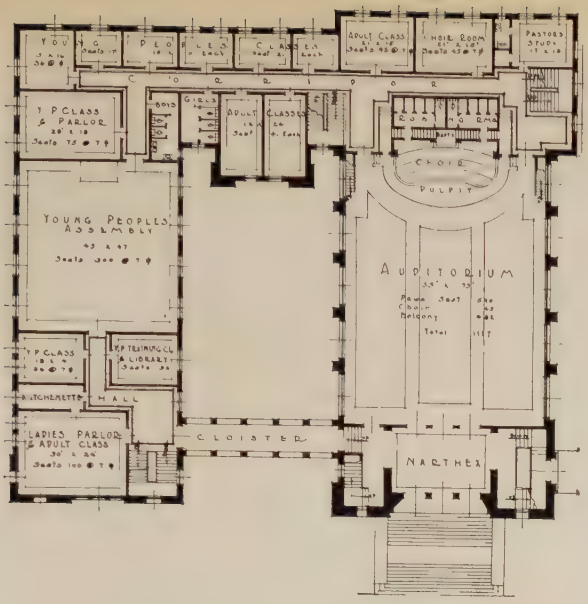
AEROPLANE VIEW OF COURT TYPE ARRANGEMENT

This particular design has not been used, but constitutes a building with interesting possibilities where the lot is ample. The accepted design for the First Baptist Church, High Point, N. C., is along kindred lines, except that the court is greatly reduced. No floor plans are shown of this design.



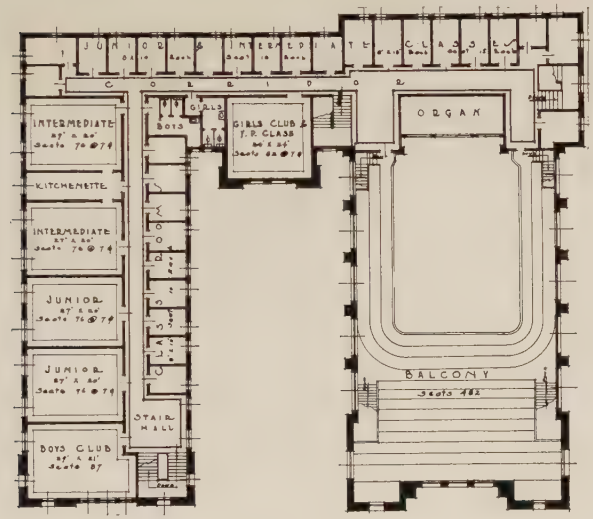
FIRST BAPTIST CHURCH, HIGH POINT, N. C.
GROUND FLOOR

This double-unit building has three floors. Observe the wide court with the open-air auditorium. The tower faces the court and the space is utilized up to the third floor height. The Primary assembly room is free of class rooms, these being to the rear and opening on a corridor. The Adult assembly and social hall opens on the court. The chapel seats 250 and is entered directly from the front. The offices are at the front and very accessible.



FIRST BAPTIST CHURCH, HIGH POINT, N. C.
MAIN FLOOR PLAN

Observe the following points: This entire floor is given to the main auditorium and provision for Adult and Young People groups. The detached class rooms make them available for any overcrowded departments. The pastor's study is convenient to the auditorium and quietly located. The auditorium seats over 1,100.

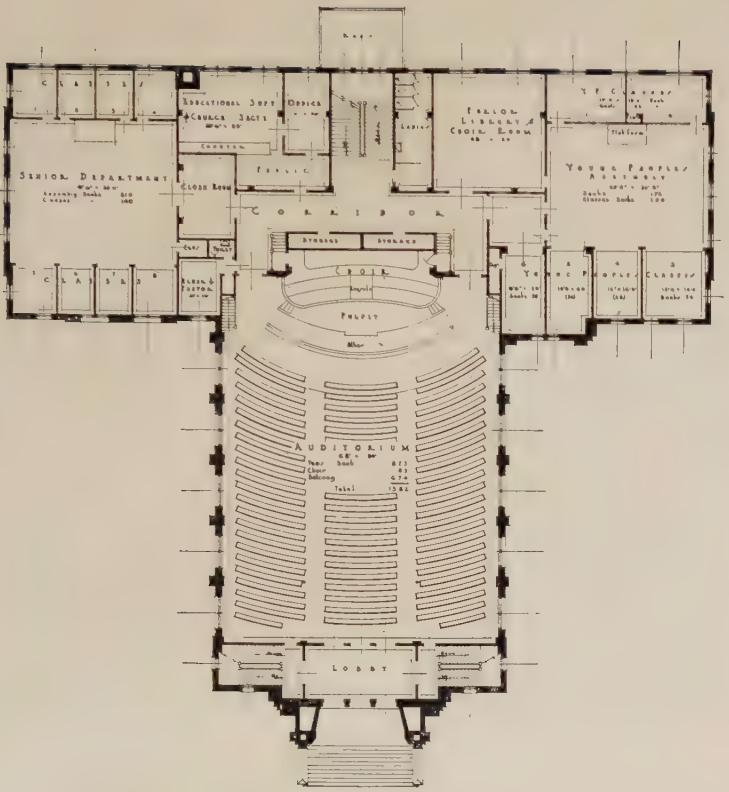


FIRST BAPTIST CHURCH, HIGH POINT, N. C.
SECOND FLOOR PLAN

In addition to the balcony shown on this floor, attention is especially called to the unusually fine arrangements for the Junior and Intermediate groups. Observe the detached class rooms; the liberal space for boys' and girls' clubs.

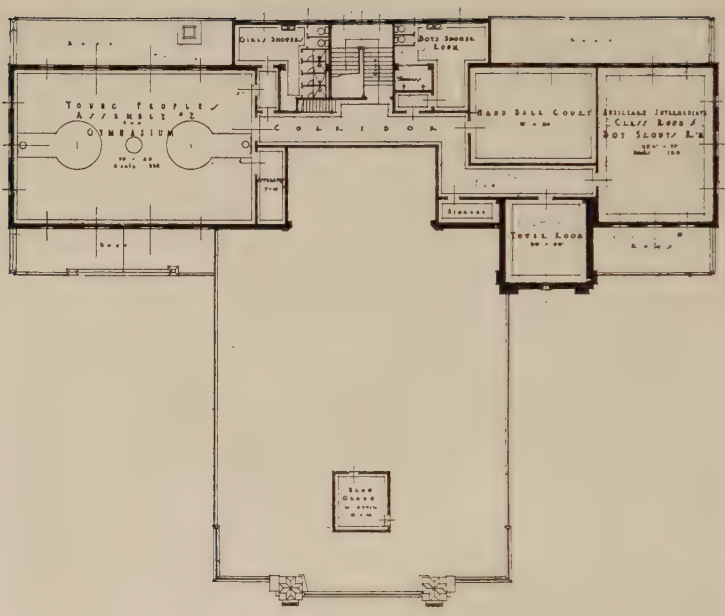
CENTRAL METHODIST CHURCH, KNOXVILLE, TENN.

Auditorium seats 1,600; Sunday school capacity, 2,000; cost, including furnishings, $390,000. Completed 1927. See floor plans for details.



CENTRAL M. E. CHURCH, SOUTH, KNOXVILLE, TENN.
AUDITORIUM FLOOR PLAN

Only two of the four floors of this building are shown, these illustrating the general character of the arrangements. Note the following: Direct light into department assembly rooms; provision for cloak rooms; offices for administrative officers; storage; church parlor; compact arrangement between main auditorium and the education facilities.



CENTRAL METHODIST CHURCH, KNOXVILLE, TENN.
THIRD FLOOR PLAN

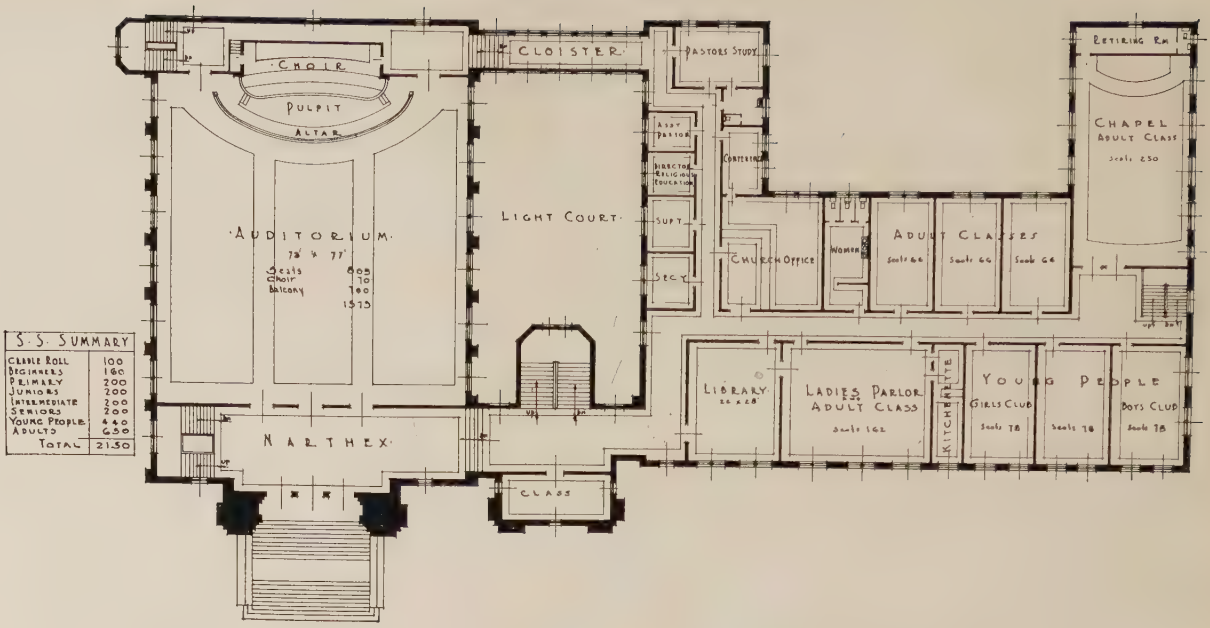
The arrangement here shows space devoted exclusively to the recreational life of the church. In addition to the gymnasium with its shower and locker rooms for each sex, there is a hand-ball court and a large room for Boy Scout activities.

ARCHITECT'S PERSPECTIVE FOR TWO-UNIT BUILDING

This is one of several studies made for Calvary Baptist Church, Jackson, Miss. No floor plan is shown herewith. Observe the basement under the main auditorium; the connecting foyer between the two units; the roof garden; the entrances at three points on the front.

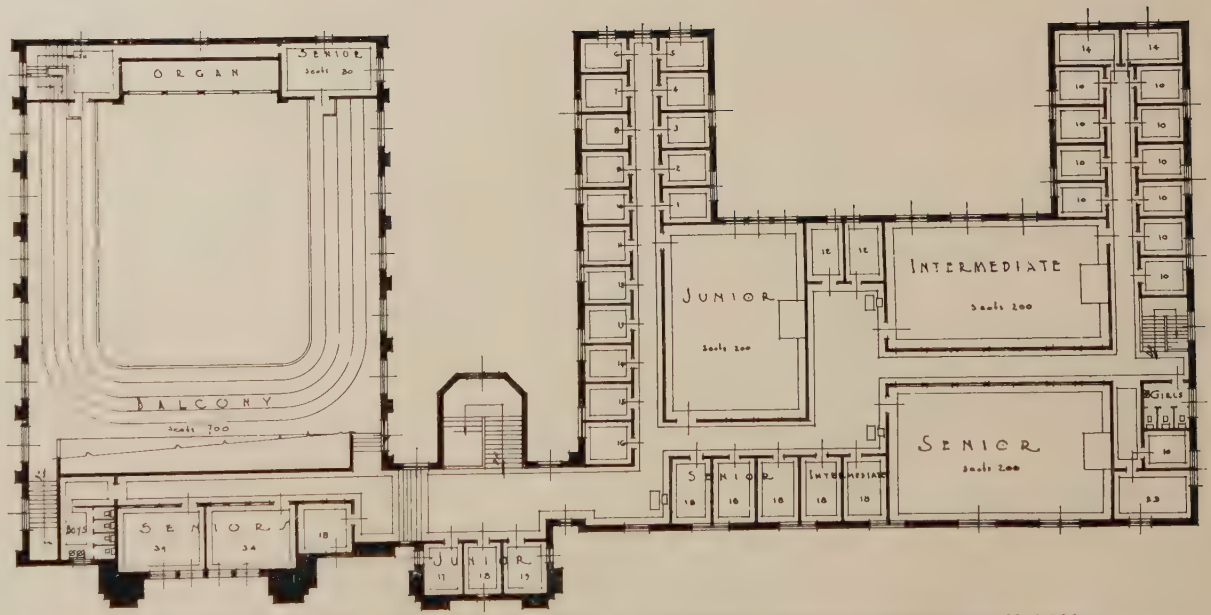
ARCHITECT'S PERSPECTIVE FOR TWO-UNIT BUILDING IN GOTHIC

This design shows a treatment along Gothic lines for a two-unit building, placing the education building on a line with the front of the main auditorium unit. No floor plan is shown herewith.



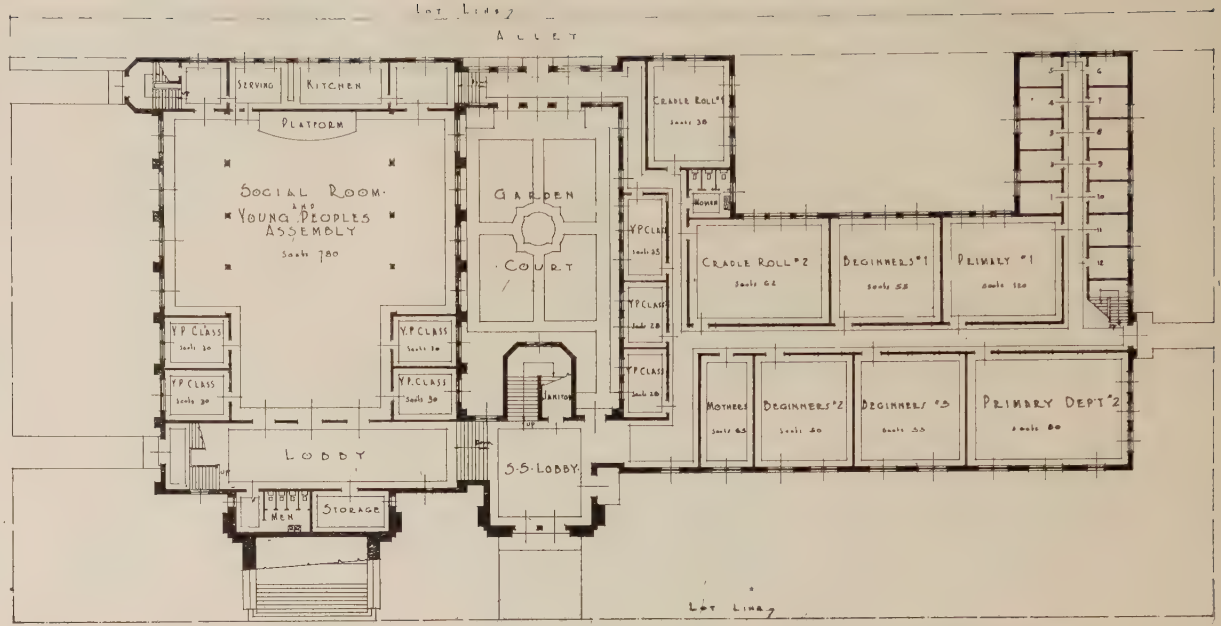
SUGGESTED FLOOR PLAN FOR CHURCH OF 1,600 WITH SUNDAY SCHOOL OF 2,000
MAIN FLOOR

Observe the following: Chapel seating 250; church offices; large adult class rooms; cloister connections at front and rear; club rooms; parlor; library; conference room.



SUGGESTED FLOOR PLAN FOR CHURCH OF 1,600 WITH SUNDAY SCHOOL OF 2,000
SECOND FLOOR

Observe especially the assembly rooms free of class rooms; class rooms opening into corridors with full light and ventilation; extra rooms on mezzanine floor between the main floor and the upper part of the balcony.



SUGGESTED FLOOR PLAN FOR CHURCH OF 1,600 WITH SUNDAY SCHOOL OF 2,000
GROUND FLOOR

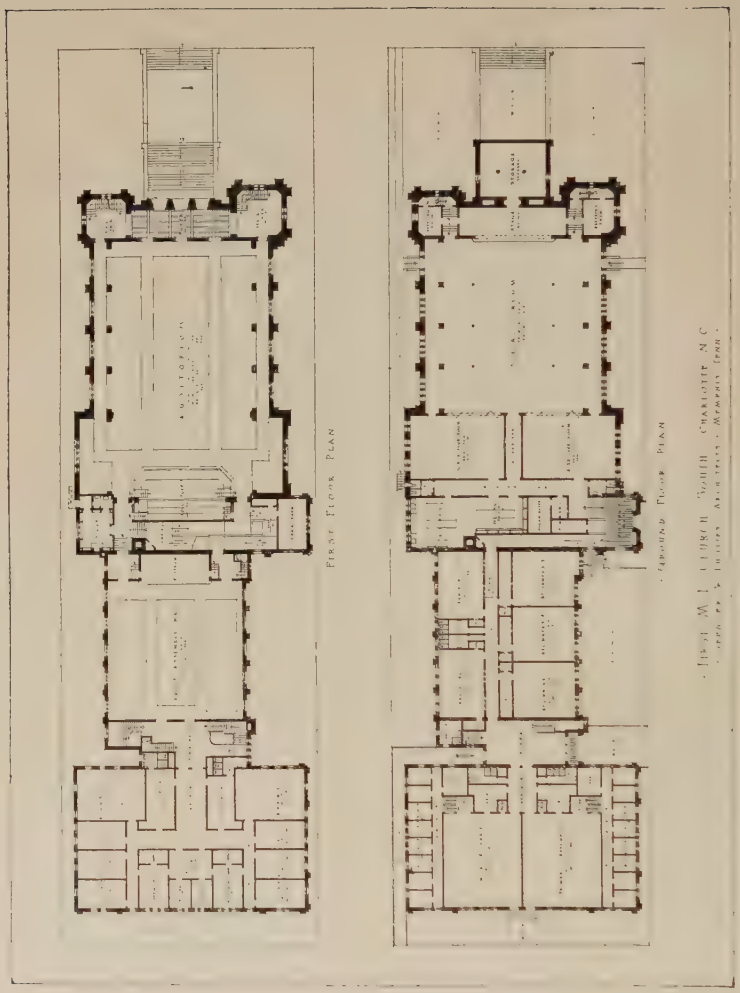
This plan constitutes a study of a building having a lot much longer than it is deep; note the court arrangement between the two units of the structure, and the open court to the rear of the education unit.

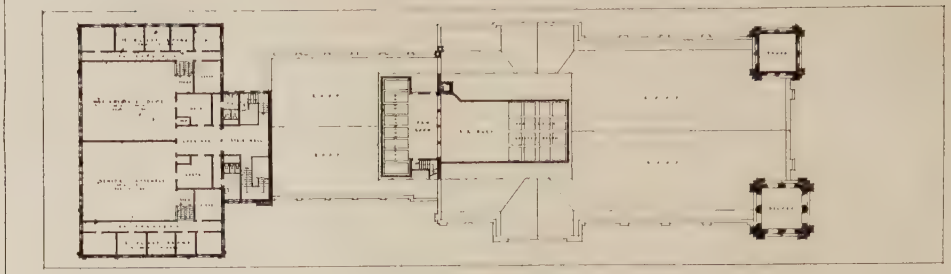
AUSTIN AVENUE M. E. CHURCH, SOUTH, WACO, TEX.

This building has an auditorium capacity of 1,600 and a capacity in the education rooms of 1,800. The cost was approximately $275,-600; it was completed in 1926. An extremely long and narrow lot was used. The building has all departments provided for, social room, and a fully equipped gymnasium.

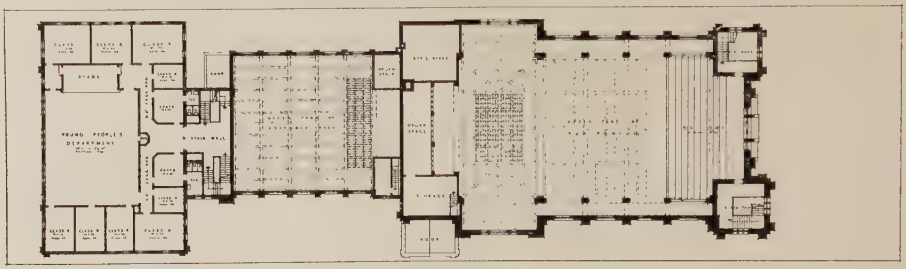
FIRST METHODIST EPISCOPAL CHURCH, SOUTH, CHARLOTTE, N. C.

This building was completed in 1928 at a cost of more than $500,000. The building is located in the down town business section of the city and is well arranged for all the work of the modern church. The photograph and the floor plans are shown through the courtesy of the architects, Spencer and Phillips.


First Floor Plan
Upper Floor Plan



· THIRD FLOOR PLAN ·



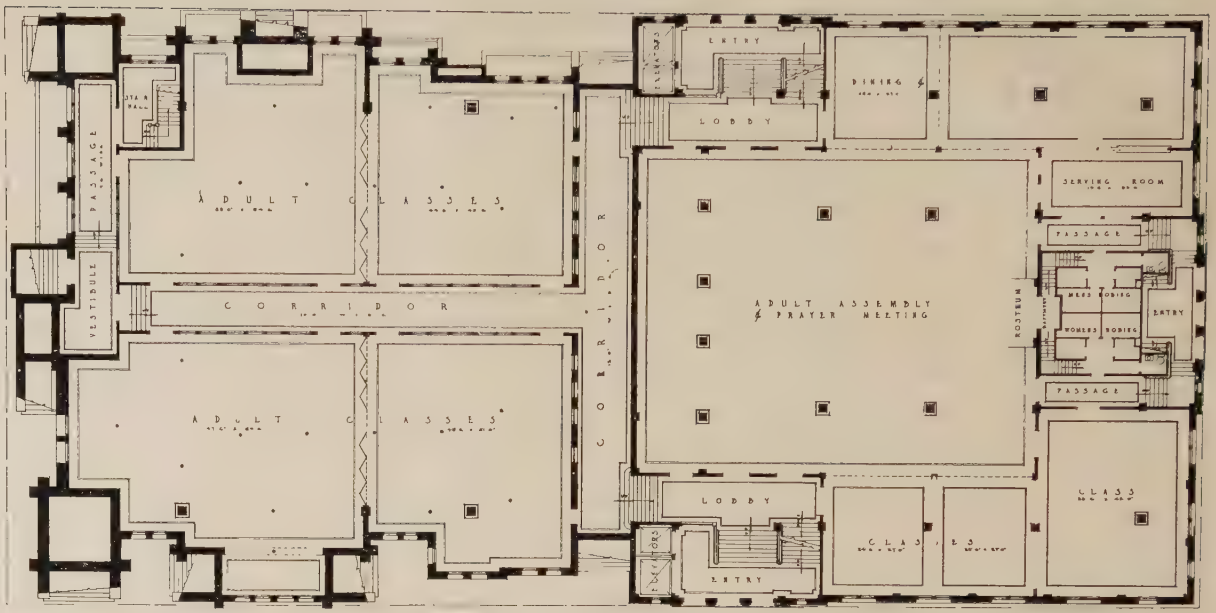
SECOND FLOOR PLAN

· FIRST M. E. CHURCH SOUTH · CHARLOTTE, N. C. ·
· SPENCER & PHILLIPS · ARCHITECTS · MEMPHIS TENN. ·

Observe the following points: Young People's Assembly with one side for full light and ventilation; Junior and Intermediate assemblies with detached class rooms opening on corridors; coat rooms; double stairways.

EDUCATION BUILDING, FIRST BAPTIST CHURCH, DALLAS, TEX.

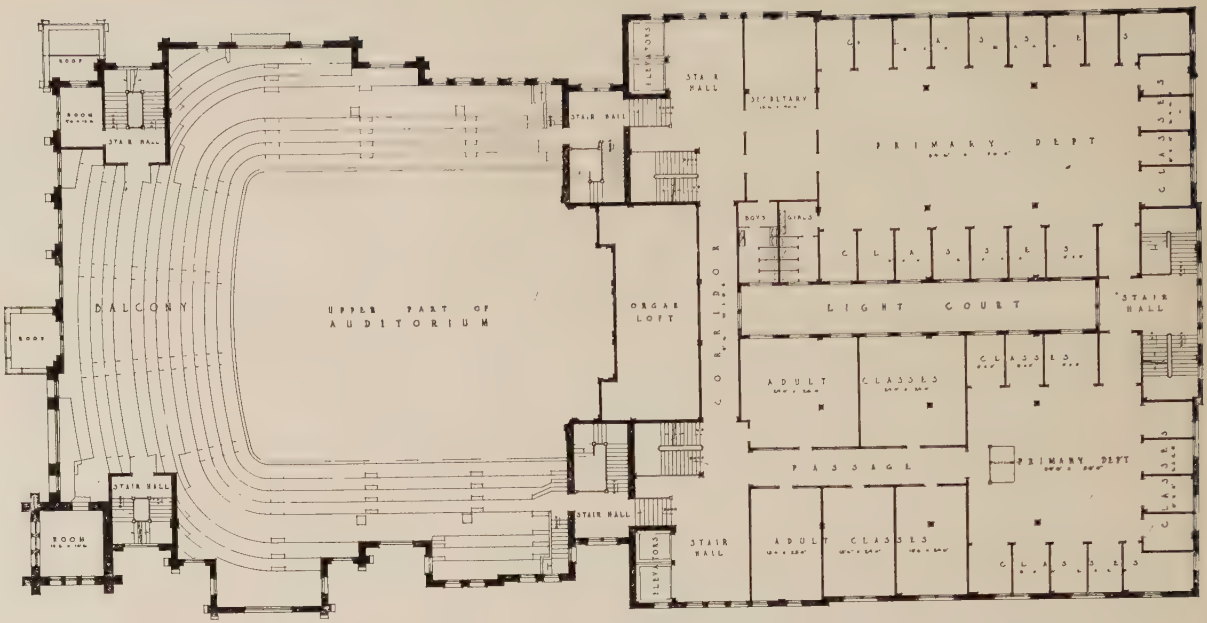
This is perhaps the largest Sunday school and education building in the United States. It is full seven stories high. Four elevators are maintained. The floor plans are shown in detail.



This building is characterized by spaciousness and accommodation for very large numbers. Observe the large rooms for Adult classes and the very extensive Adult assembly room; this is also used for social gatherings.

FIRST BAPTIST CHURCH
DALLAS TEXAS
FIRST FLOOR PLAN
CORRIDOR
PULPIT
PLATFORM
STAIR HALL
BOYS TOILET
REGISTRARS DEPT
CRADLE ROLL
SIGNAL BOOTH
MOTHERS ROOM
PARLOR
RECEPTION
PERSONAL WORK

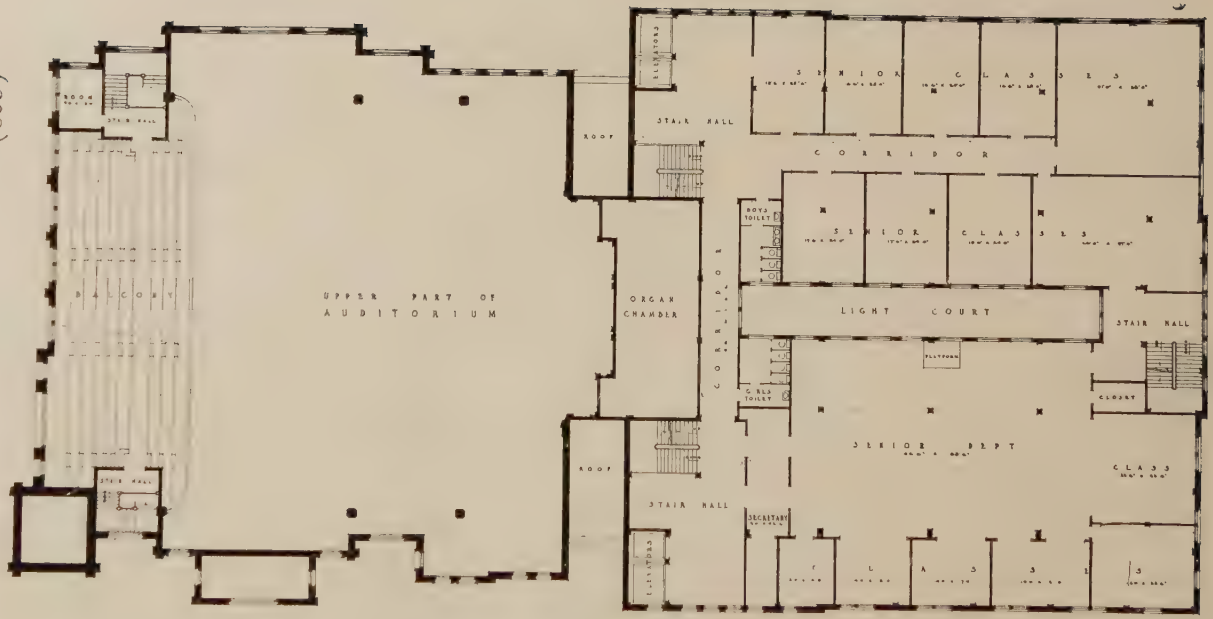
(228)



FIRST BAPT. ST CHURCH
DALLAS TEXAS

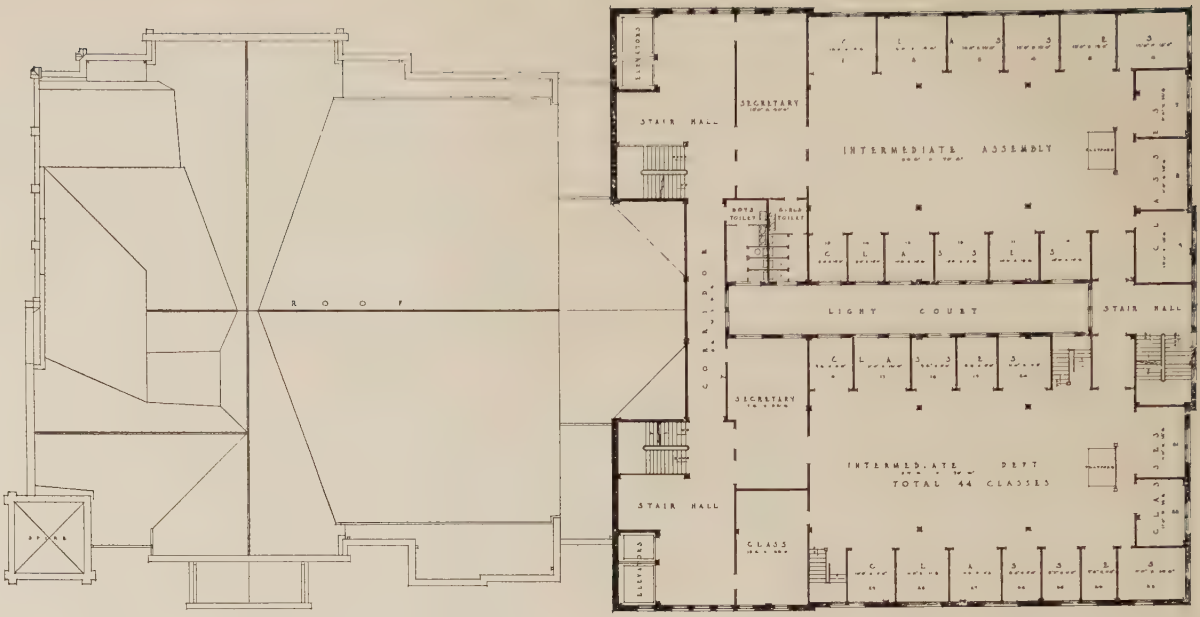
SECOND FLOOR PLAN

SCALE 1/8" = 1'0"



FIRST BAPTIST CHURCH
DALLAS TEXAS

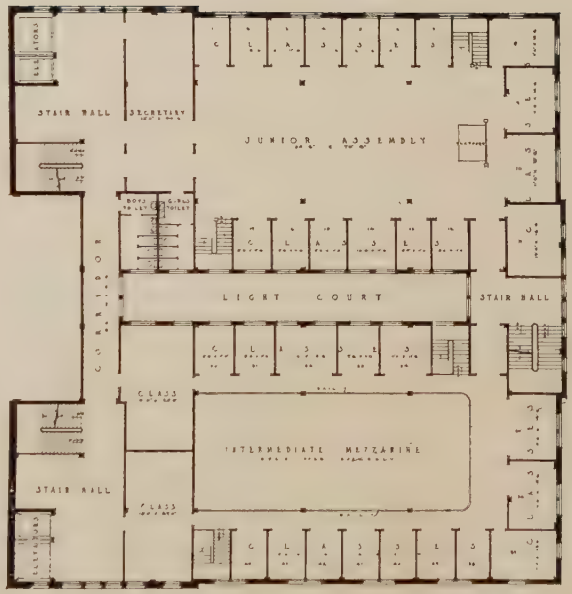
THIRD FLOOR PLAN

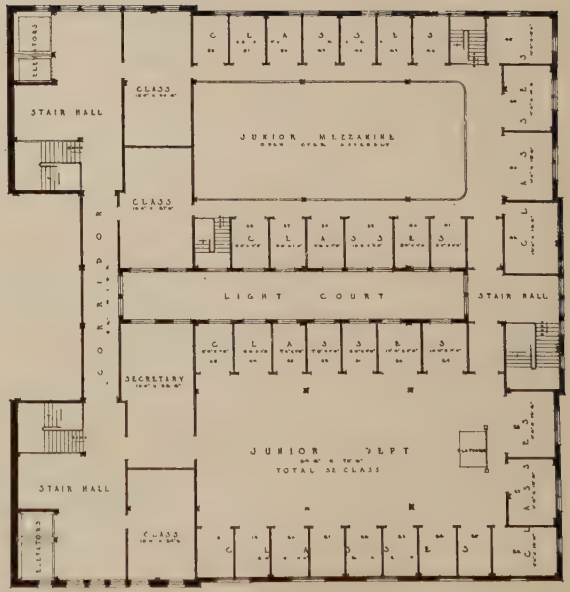


FIRST BAPTIST CHURCH
DALLAS TEXAS

FOURTH FLOOR PLAN

SCALE - 1/8" = 1'-0"





[illegible] & 6TH FLOOR PLANS

ARCHITECT'S STUDY FOR REVENUE TYPE BUILDING

SIDE OF AUDITORIUM

The side aisle, lighting fixtures, and small cast iron supporting columns are visible here. The side aisles are three feet wide and the two main aisles of this auditorium five feet wide.

AUDITORIUM VIEW FROM BALCONY

PASTOR'S STUDY

A room like that shown above is essential to the best work of the Church to-day. Note the well-built-in book cases and the splendid furniture which has been provided. Such a room may serve not only as a study but as a conference and consultation room. It should be located in a quiet part of the building but accessible to all who may have occasion to talk with the pastor. (See chapter 14.)

LADIES' PARLOR AND SOCIAL ROOM

This very attractive room is in the new Patten Memorial Parish House of the First M. E. Church, Chattanooga, Tenn. The room has been most beautifully furnished and equipped; it serves many purposes, such as small social gatherings of the women, missionary society meetings, small entertainments, and kindred occasions. (See chapter 14.)

CORRIDOR AND STAIR ARRANGEMENT

Every large building requires adequate stair and corridor provision to insure circulation and to reduce hazards. The photograph above is from the McFarlin Memorial Church, Norman, Okla. Note the broad double doors; the well-graduated steps; the handrail, and the outside light. (See chapter 14.)

BOARD ROOM

CHAPEL

The Board room shown above is in the Independent Presbyterian Church, Birmingham, Ala.; Warren Knight and Davis, architects. It serves as a club room, church parlor and for official meetings of the Church boards.

The chapel is that of the Reformed Church of Bronxville, N. Y., and is shown by courtesy of the architect, Harry Leslie Walker, and of the Architectural Forum of New York. (See chapter 14.)

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